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Closeup studies of German life in the Stuttgart area are reported here by 79 participants of Stanford University's 1963 National Defense Education Act Second-Level Institute for Elementary and Secondary School Teachers held at Bad Boll, Germany. Elementary and secondary education, work and family life, and housing and housing developments are examined. German religious life with emphasis on the agrarian nature of the churches also is discussed. For a related document see FL 001 159. (DS)

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GERMANY AS WE SAW IT

Third Edition, 1963

A report presented by the participants in the 1963 NDEA Advanced German Institute held by Stanford University at Bad Boll, Germany.

August 15, 1963

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PREFACE

This report is the result of the Area Studies undertaken by the 79 participants of Stanford University's 1963 Second Level Institute for Elementary and Secondary School Teachers of German, held at Bad Boll, Germany, under the provisions of the National Defense Education Act, and under the auspices of the United States Office of Education.

The report hereby presented does not pretend to be a systematic scientific treatise on contemporary Germany. None of our participants and none of their advisers are cultural anthropologists. Nevertheless this report is, I believe, a unique achievement and speaks for itself, not because of the facts reported, but because of the method by which the facts were obtained. Our participants did not listen passively to a series of academic lectures; they went out into "the field", and talked informally with Germans of every walk of life. The information thus collected about German culture with a small "c" would have to be sifted, evaluated, and complemented before it could be embodied into a scholarly monograph entitled "Germany as it is". Collected in only six weeks of field work and prepared for the press in the week following this field work,the result of our participants' endeavor pretends to be no more than what the title suggests: Germany As We Saw It.

Bad Boll, Württemberg, August 17, 1963.

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I. Religious Life

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Introduction. The most important problem facing the Church in West Germany today is the lack of contact between pastor and people. Therefore the study group for religious life in Germany agreed to concentrate its efforts on the causes of this critical situation and on the attempts that are being made to find solutions. Discussions and visits naturally had to be restricted to the Stuttgart area, but it is hoped that the sampling technique employed within a limited portion of only one state, Baden-Württemberg, has provided a reasonably accurate view of the problem of religious contact between the Church and its membership.

Inasmuch as Baden-Württemberg is largely Evangelical, the study group naturally had occasion to see more of the Evangelical phase of religious life than of the Catholic. However, it may be said that many of the problems being dealt with by the Evangelical Church are at the same time problems prevailing in the Roman Catholic Church.

Historically the sociological basis of the churches in Germany is agrarian. The typical church has been a village church. For centuries the pastor had close contact with the individual members of his congregation. He could conveniently visit the villagers while they were at work or during their limited hours of leisure and discuss with them their daily problems. There existed a mutual dialogue between the pastor and his congregation. This exchange of ideas was based on a high degree of mutual confidence. This confidence was generated at least in part by the fact that the pastor was able to help his congregation with many of their vocational problems. Because of the confidence placed in the pastor, the members of his congregation could come to him in times of personal crisis; at the same time the pastor was always welcome in the homes of the villagers. And because of the respect people generally had for the pastor's views and advice they also regularly attended church service.

With the advent of the industrial age, the agrarian society of the past began to lose some of its old character. The gradual change was suddenly accelerated by the events of World War II and the economic miracle of the post-war period. Often the head of a family has left the farm to work in a metropolitan area where industry needs him to produce the comforts of life, including mechanical equipment for the home and farm. He leaves the farming to his parents, wife and children.

In many families it is not only the father who has become a commuter, but also the grown sons. In some cases both father and mother work in industry and often with a different work shift. The children are left to take care of themselves. They have a key to the house and they come and go as they please, and so are known as the *Schlüsselkinder* (latchkey children). Family life and religious practices within the family have to a great extent ceased to exist, and a lack of understanding and comradeship between the old and new generation has developed. The schools are teaching new concepts which often are not accepted at home, and the problems of the industrial workers are quite different from those of the family.

Many families are leaving their farm homes entirely and moving to the cities. Here again religious contact is suffering because the new housing areas have no pastors or churches. Parishes first have to be established in these new settlements before any religious life can be resumed. However, the time lag between the establishment of a new housing development and a church to serve it is often a matter of several years. When this is the case, other activities and interests will have replaced the former participation in the affairs of the church.

The war, which took the lives of so many men of military age, and the rapid rise of industry, which has lured the heads of families to the industrial centers, have depleted the active church congregation of most of the men and many of the women between the ages of 20 and 50. The pastors are reaching chiefly only the school children, who are getting religious instruction in the schools, and the old and sick. The important group in between is largely untouched by the teachings of the church.

The lack of contact between minister and member has brought with it a lack of confidence by the church member in his pastor. Remoteness from religious counsel causes the individual to live with his problems as long as he can and then to seek a listener in whom he has confidence. This is usually not a pastor but rather a substitute in the form of a friend. The absence of the informal dialogue between pastor and people has rendered the formal lessons of the pulpit virtually meaningless. The result is that the people are failing to find their way to the church. The _Lehrkirche_ (didactic church) of tradition has become a _Leerkirche_ (empty church).

Some of the conflict between pastor and parish stems from the fact that the Church has always been, and still is, extremely conservative. For centuries it has taught the people the virtues of frugality and it continues to do so even in an age when the economy depends upon spending. The people naturally want to enjoy the material comforts that the _Wirtschaftswunder_ has brought and that they themselves are producing on the assembly lines. The younger people especially do not see anything sacrilegious about the TV sets, refrigerators and automobiles they create, but since their pastors are conditioned to oppose the personal acquisition of such conveniences, the compatibility between Church and society is rapidly disintegrating. There are those who see the people's growing comforts as a religion of materialism which is being substituted for a true religion. On the other hand, some of the leading theologians feel that the Church, by its very opposition to material comfort, is helping to establish such a religion. Unless the Church breaks with many of its traditions, it is argued, and learns to meet the people more realistically, it is in grave danger of becoming obsolete.

The Church is not unaware of these disturbing elements in German society. Many leaders are pleading for change. But the basically conservative church organization is difficult to influence. More realistic approaches to modern problems are deeply needed. Some of the age-old traditions and attitudes of the clergy will have to be discarded. In recent years a few notable experiments and pilot programs have been launched to seek solutions to the growing problem.

It is noteworthy that the eleventh _Kirchentag_ (Church Day) held in Dortmund in 1963 dealt with the theme, "_Mit Konfliken leben_"(Let us Live with our Conflicts). This title aptly reflects the major problem of the Church and its members in West Germany today. The titles of three recent books are also revealing in this connection. They are cited here only to emphasize that leaders are vitally concerned with what is happening to the religious life of their fellow men: _Religion ohne Entscheidung_ (Religion without Decision), Hamburg, 1959; _Kirche ohne Auftrag_ (orginally published in English under the title, _The Noise of Solemn Assemblies_, Doubleday), Stuttgart, 1960; _Protestanten ohne Kirche_ (Protestants without a Church), Stuttgart, 1962.

Before we proceed with an account of our contacts with some of the people, organizations and institutions that are dealing directly with the religious crisis of Germany, we will present a brief sketch of the Church as an organization, its financial structure and its training program for the ministry.

History, Organization and Finance. In Germany today two large confessions, the Evangelical and the Roman Catholic, predominate. The Roman Catholic Church had been the universal Church until it was split in 1517 by Luther's doctrines. After the Reformation each state practiced the same religion as that of the ruling prince, and anyone who wanted to practice the other religion had to move to another state. As a result the majority of the churches in Württemberg today are Evangelical, in Bavaria and the Rhineland, Roman Catholic, in Hessia, Reformed Evangelical, etc.

With the unification of Germany the Kaiser became the head of the Evangelical Church, which was called the Staatskirche. When Kaiser Wilhelm II abdicated in 1918, the Staatskirche became the Volkskirche.

A struggle of ideals in the German churches took place before the Hitler regime and the problems of the Church were intensified by the Nazi ideology. The Roman Catholic Church was more unified and stood together against Hitler, but the Protestant groups, not being as unified, were weakened easily by Hitler's "piece-by-piece" liquidation (Salamitaktik) of the various church groups. When the Church finally rebelled against Hitler's annihilation of the sick and mentally ill, who were said to be useless to society, it was already too late. After the downfall of the Third Reich in 1945 it was shown that the Protestant Church opposed the Hitler regime only in its latter years and that it was not without serious guilt. The Stuttgart Proclamation of 1946 officially confessed this failure and adopted the Church laws existing prior to 1933.

After World War II the churches united so that they would not experience the same problems of division which prevailed before the war. The Protestant churches united under the Evangelical Church of Germany and the Roman Catholic Church remained united, with its relations with Rome and the Vatican remaining intact. The regional Evangelical churches (Landeskirchen) were united in a Council of Churches. These churches today are known as Volkskirchen (People's Churches). This means that about 96% of the people declare membership. The present strength is 51% Evangelical and 43% Roman Catholic, with 2% members of other minor sects including Methodists, Mormons, the Salvation Army, Mennonites, Christian Scientists, Unitarians, Moravian Brothers, etc. The Church is ideally a church for the people, serving all the people, and is supported by taxes collected for it by the State.

Although the State assists the Church in the collection of taxes, it must be emphasized that the Church is independent of the State. It performs numerous services for the State, but it is under no compulsion to do so. Because the Church is in a better position than the State to deal with problems of social welfare, for example, contractual agreements are reached. Thus the State finances the welfare work which the Church performs but which is the State's responsibility.

The German Church is a strong, independent organization with considerable political influence and political party role. Church party strength is usually estimated in terms of the relative strength of Catholic and Protestant church membership.

The Evangelical Church in Germany is zoned into 29 Landeskirchen. Eighteen of these are in West Germany and eleven are in the East. Each of these Landeskirchen is headed by a bishop as its chief administrator, and he is assisted by a council which is called the Oberkirchenrat. The bishop and his Oberkirchenrat meet to deliberate upon, and to formulate, church policies for the Landeskirche. They also deal with the major problems that arise in the area of their jurisdiction.

The Landeskirchen are in turn organized into several regional administrative units known as the Prälaturen. The heads of these Prälaturen, the prelates, are directly responsible to the bishop. The Prälaturen are further subdivided into units of 25-30 parishes, known as Dekanate and headed by deans. The deans are responsible to the prelates. The smallest unit is, of course, the local parish, of which the local minister is the administrative head. He deals with his respective dean on administrative matters.

During the economic miracle the Church has steadily grown richer. With its monetary resources it has been constructing new church buildings and renovating or rebuilding old ones. The new wealth is distributed to the most needy areas. More churches have been built in the last 15 years than in the entire period from the Reformation to 1945. But in spite of all the new construction of churches there is still a shortage. For example, of the 1,436 Evangelical Church buildings existing just before the last war in Württemberg, 774, or well over 50%, were completely destroyed or rendered unusable during the course of the war.

There is also a critical shortage of pastors for the new churches and the institutions of the Church. Many were lost on the battle fields during World War II. Eighteen thousand pastors now serve the West German Evangelical Church, while the Roman Catholic Church has 21,000 ordained priests. The Free Church has 580 pastors serving 1% of the church-enrolled West German people. Church attendance varies considerably from North to South. In some northern areas fewer than 1% of the members attend service, whereas as many as 10% attend in the South. The large percent not attending church causes the pastors' efforts to be absorbed by only 1% - 10% of the members.

Baden-Württemberg, the largest of the Länder in West Germany, is mostly Evangelical. Württemberg alone has 1,300 Evangelical Church congregations with 2.5 million church members and 1,600 Pfarrer (Ministers), of whom 1,250 have single congregations.

Württemberg has four Prälaturen: Reutlingen, Stuttgart, Ulm and Heilbronn. The Landesbischof is assisted by the Oberkirchenrat of 16 persons, four of whom are prelates heading the four Prälaturen. They are in turn assisted by 50 Dekane (deans) who are in charge of the Dekanate, or groups of 25-30 parishes.

The German Church, through the State, collects from its members a tax amounting to 8% - 10% of the personal income tax. In Württemberg the amount is 8%. Although only 1 - 10% of the Church taxpayers actually engage in the activities of the Church, almost all of the people submit to taxation. It is possible to avoid the tax only by declaring oneself to be atheistic. Since most people want their children to be baptized and confirmed by the Church, and since they want the marriage ceremony and funeral services to be conducted by the Church, they are reluctant to cease paying the tax. There is also the powerful factor of prestige connected with church membership. The tax amounts to about DM 40.55 per capita per year. The principle of taxation for the Church has been much discussed in Germany in recent years.

Income from taxes is not the only source of funds for the Church. Offerings are solicited during church service and special fund drives are organized annually. In addition, the Church frequently receives substantial sums from well-to-do individuals for furthering one or another special undertaking.

To some people the 120 million Marks collected in Württemberg alone in one year seems to be a lot of money, but when one considers the many different institutions which are being financed by this amount, it really is only a "drop in the bucket," so to speak. Of the 2,154 homes, churches or other institutions for which the Church is responsible, there are 1,000 kindergartens, 700 homes for the sick, 20 nurseries and 399 other homes for children. Added to this is the responsibility of supporting 5,200 Sisters, 570 *Diakone* (social workers) and 3,000 other co-workers. The furnishing of 27,000 beds is also necessary.

The Training of the Clergy. In order to learn something about the training of the clergy in the state of Württemberg the group visited the *Evangelisches Stift* (Evangelical House of Studies) and the Roman Catholic *Konvikt* (Catholic House of Studies), both in Tübingen.

The *Evangelisches Stift* in Tübingen is a school and home for protestant theological students where tutorials are offered to supplement the courses of study which they take at the Tübingen University. Besides providing an academic atmosphere, the *Stift* promotes a feeling of close fellowship among the students at the *Stift*. They not only live together at the *Stift*, but most of them also join one of the several fraternities sponsored by the *Stift*, thus fostering friendships that may often last through a lifetime of professional relationship.

The students have an average of six hours per week of tutorials at the *Stift*. During these hours they review and supplement the material they study at the University. In the first four semesters the University courses include studies of the Old and New Testament and church history. The fifth and sixth semesters continue these courses with added studies in preaching and teaching, dogma and ethics. In the last two semesters other practical courses are added, such as those relating to confession. To complement the more theoretical studies, there is a Practicum which gives the students helpful experience in understanding the various sociological situations in which they as pastors will have to work. Tests are given at the end of each semester and a comprehensive test is given upon completion of the course work.

Each year thirty-six students are given stipends which cover room and board expenses at the Stift. These stipends can be renewed for the remaining three or more years, making a possible 144 or more students with stipends. The Stift also houses other students who have stipends but major in some field other than theology.

In the past students were admitted to the Stift only if they had attended one of the four seminaries in Württemberg (formerly Klosterschulen) as the last four years of the Gymnasium and had successfully passed the tests for their Abitur and an additional test in religion. The extra courses required of a pre-theological student were Greek, Hebrew, philosophy and the Greek New Testament. At the present time students are accepted from ordinary Gymnasien as well as from the seminaries.

Very few of the Stiftler drop out. Perhaps the main reason for this is that only about 30% of the students at the seminaries continue their theological studies at the Stift; that is, they drop out before they get to the Stift if they are going to drop out at all.

The Stift is noted for its strong critical theological tradition. The excellence of the intensive instruction is attested to by an incident concerning some of the Tübingen theological students in their later studies. Karl Barth, the noted theologian, gave a seminar at Bonn University and had more applicants than he wanted. He gave a preliminary test to reduce the size of his seminar from 200 to 50, and of the 22 students from Tübingen who applied, all 22 were admitted.

Famous personalities who have studied at the Stift include Kepler, Hegel, Schelling, Hölderlin and D. F. Strauss. The Stift was founded by Duke Ulrich and his son Christof in the 1530's. Prior to this time it had been an Augustinian cloister dating from the 12th century.

The Katholisches Konvikt is housed in a Renaissance-style building dating from the 16th century. It was originally a Fürstenschule (school for the nobility) and later a Franciscan Monastary. The center of activity is the 80,000 volume library consisting mainly of theological and philosophical works. The library also contains over 20 German bibles which were printed prior to Luther's translation of the bible into the vernacular.

The Konvikt provides a home and supplementary work for the 120 Roman Catholic seminarians attending the University of Tübingen. The majority of the seminarians come from middle-class families. Very few come from the upper class and only 10% - 15% from the farms.

Life at the Konvikt is quite liberal. Church history is taught like a critical analysis, and Catholic and Evangelical seminarians get together often to discuss problems common to both confessions. After studying for two years the seminarian takes an exam called the Philosophicum. He then spends the next year living in a town of his own choice. During this time, 40% - 50% of the seminarians often come to the realization that they have no true calling to the priesthood and discontinue their training. For those who continue, the next four semesters are spent taking theological courses. Their last year is spent at the Bishop's Palace in Rottenburg where they get the practical experience, in the form of a Priesterseminar, needed for the priestly life. An optional summer program is also available to all seminarians. There are four possible areas of work from which they may choose: 1) a factory 2) a hospital 3) a children's camp and 4) a school. The objective is to become thoroughly familiar with the problems of these areas. The seminarians may also work in all four areas within a period of four summers.

Upon the successful completion of all seminary life, the newly ordained priest must take examinations during the next three years and in his fourth year of practice he must write a thesis on some religious theme. During the fourth year of practice he must also take a refresher course at the Catholic Academy at Hohenheim. After completing these many requirements a priest is finally ready to assume the responsibility of saving the souls of his congregation.

The Work of the Local Ministers. The local minister is the center of church activity for his congregation. In former times it was relatively easy for him to keep in touch with all of the members. He could live their experiences with them and help them in the solution of practical problems. Usually all of the inhabitants of the village were at the same time the congregation. In a sense religious life was a part of everyday life throughout the entire village.

For centuries each village had been either Roman Catholic or Protestant. The coming of many refugees and displaced persons, however, changed the pattern radically. A village with only one confession suddenly had two. The newcomers of the other faith sometimes encountered considerable hostility. At the same time the migration to the industrial centers became accelerated. Furthermore, numerous migrant workers from Spain and Italy have arrived. The former religious unity and stability has disappeared. In some villages minor sects of the Freikirche (Free Church) have established themselves and have also contributed to the disrupting of former religious harmony.

The comradeship between pastor and people is no longer prevalent. In fact, some members of the Church expect the pastor to lead a life different from that of his congregation. He is not supposed to smoke, for example, or go to the movies. In some ways he is forced to live a kind of ghetto life.

Some of the above is also true of Boll. Boll is a community that had for centuries been completely Evangelical. The study group had the opportunity to talk with both the Evangelical and the Catholic pastors and to observe some aspects of religious life almost daily. In addition, Bad Boll is the headquarters for the Herrnhuter Brüdergemeine (Moravian Brothers), and thus the study group experienced some contact with this group. It is important to state that the Moravian Brothers can not be considered to be typical of the Free Church congregations. Furthermore, while Boll is the case of an Evangelical community that suddenly found Catholics as newcomers in its midst, the same thing has happened elsewhere in reverse and the problems have been similar.

In Boll one finds a typical southern German Evangelical Church housed in a Romanesque structure about 800 years old. Because Boll is a typical community and because the congregation is a typical congregation, the pastor faces typical problems. One problem which every German pastor faces, be he Protestant or Catholic, is the problem of time. He must, of course, have enough time to prepare sermons; he must have time for baptisms, weddings and funerals, and time to keep official records of all these events. The Protestant pastor must, if he wishes to fulfill his obligations as head of the family, find time for his wife and children. These are problems which are common to ministers of the Gospel the world over.

The German pastor, however, has other concerns, some of which he shares with his fellow ministers in other countries and others which are peculiar to a German pastor alone. First is the problem of school instruction. Every pastor spends many hours every week in schools, instructing the children in the doctrine of his church. Sometimes his work is made lighter because a few teachers are equipped to relieve him in fulfilling this obligation; sometimes he is able to find an assistant with adequate training to teach a few classes. But the responsibility, in the final analysis, falls upon the pastor himself and makes its demands on his time. Coupled with the school instruction are the confirmation classes and the classes in Christian doctrine which young people are expected to attend for two years after confirmation. The pastor must also oversee the various church-related circles and societies -- groups which correspond to our young people's societies, missionary societies, women's groups, children's activities, seminars and conferences where political, theological or marital problems are discussed, and a number of other important and worthwhile but also time-consuming activities. In contrast to the typical American situation, the German pastor has few members in his congregation with the training or the desire to supervise these activities, even though the congregation may number 3,000 members, as does the congregation in Boll. In addition, an Evangelical pastor must concern himself with the administration of the local church. Much of his time may be absorbed by committees for the planning and building of new churches or the rebuilding of damaged old churches.

Boll has experienced the influx of refugees and displaced persons which has changed the traditional pattern of church affiliation in many parts of Germany and which has created certain problems. The actual beginning of the small Catholic communities of Boll, Dürnau and Eschenbach dates back to the end of World War II. In 1945 a group of Catholic refugees arrived in this area which was almost entirely Evangelical. The few Catholics who lived there before this time went to church in Göppingen. Now the Church, ever solicitous for the welfare of her children, had to find a place of worship for the new arrivals.

At first services in Boll were held, now and then, in the Evangelical Church. Later a barracks was used and Mass was celebrated on a wobbly table. Finally a shed and small farm house were bought and converted into the present little church and priest-house combination. The erection of this humble little House of God cost DM 25,000. The labor was a donation from the farmers of the small community.

At present the Catholic congregation of Boll has a membership of 600. Pfarrer Möhler, the present curate, is also in charge of the congregations in Dürnau and Eschenbach. Dürnau has 450 members, most of whom are glassblowers. Church services for them are now also held in the Evangelical Church, but at present a beautiful new church is being built which will, in the near future, serve as the parish church with its own priest.

Eschenbach has 230 Catholics who are rather lax in the practice of Catholocism due, to a large extent, to the influence of a group of religious extremists in their neighborhood. A Catholic church is badly needed in order to stabilize the belief of these people and to counteract the distracting influences. It is hoped that the time will soon come when a Catholic church can be erected. The project has the support of responsible church superiors and the land has already been purchased.

Today the Moravians number 330,000 members throughout the world. Of these, 11,000 are in Europe. In Germany the

Moravian sect is a part of the Free Church. Members are urged to be active in other churches, especially if there is no Moravian church in the community. In this case, the member divides his church tax between the Moravian church and the church in which he is active. The Moravians have congregations in East as well as West Germany.

Since 1595 Bad Boll has been distinguished as a health resort because of its sulphur springs. It was not until 1852, however, that it received spiritual significance. In that year Johannes Christoph Blumhardt came to Bad Boll from Möttlingen in the Black Forest, where he had been the active leader in a spiritual awakening. His first association with a difficult spiritual problem involved a young woman in Möttlingen who had been perplexed for years by demonic forces. Blumhardt approached her and suggested that she pray to Christ for spiritual healing. At first she had a temporary release. Suddenly, however, she seemed to grow worse instead of better. After a year of intensive prayer on her own part and on that of the congregation in Möttingen she was delivered. As a result, many other miraculous healings followed--spontaneously, without a great deal of propaganda. When the king of Württemberg sold the Kurhaus (spa hotel) to Johannes Christoph Blumhardt in 1852, Blumhardt moved to Boll. Here he, together with his son and the young woman who had been healed, carried on his work. Many healings took place in Boll. Even today the emphasis at the Kurhaus is spiritual and physical healing.

The elder Blumhardt, who had been associated with the Brüdergemeine (Moravian sect) in Möttingen, continued to work for the group in Boll. The sect had existed as an independent religious organization since its inception in 1467. Even then this church had its own schools, which were among the best in Germany. When Luther became active as the protagonist of the

Reformation, the *Brüdergemeine*, without becoming Lutheran, took his side against the Roman Catholic Church. In 1722 Herrnhut founded the *Erneuerte Brüderkirche*, now known as the Moravians. Zinzendorf, an early prophet, taught that the ambassadors of God should go into all the world to exalt the name of Christ and educate youth in Christian doctrine.

The Social Ministry of the Church. According to the law, the government is responsible for the care of atypical people. In the case of people who must be incarcerated it assumes this responsibility directly, but in almost all other areas the government has delegated its responsibility to the *Volkskirche*, that is, the Evangelical and the Catholic Churches.

The present relationship between the Church and the State in the area of social welfare dates back to Napoleonic times. Even though the State from this time on has had legal responsibility for the care of people needing special help, it cannot procure the necessary personnel to manage the institutions and carry on the necessary work. There exists then a contractual agreement between the Church and the State, whereby the Church actually does the work and the State supports this work financially. When individuals can pay for all or a part of the care they are obliged to do so. The *Volkskirche* of Germany, therefore, has the responsibility of caring for the old, the sick, the maimed and the people with mental disorders. In addition to this, the Church has more than 1,100 kindergartens in Württemberg alone. The work that the Church does in these areas is called the work of the Inner Mission.

One of the specific problems which the Church faces today in the field of the Inner Mission is the care of the aged. In Germany, as in many countries, there is an increasing number of elderly people each year who cannot take care of themselves and who have no one to care for them. In Württemberg alone

400 new beds must be made available every year.

The problem of alcoholism is also growing rapidly and is not limited to any particular level of society. The Church has special institutions where alcoholics are supervised to see that they abstain from liquor for a period of at least six months. These institutions just cannot cope with all the problem drinkers that exist, and the government has set up aid stations. These stations, however, provide only a temporary help and do not reach the inner conflict from which the problem really stems.

Through the Hilfswerk (General Aid Program) the Church has helped care for many of the refugees who have come to Württemberg since 1944. At the peak of the refugee movement 5,000 new people came into Württemberg every month. Since the Berlin wall was erected in 1961 the number has, of course, diminished substantially. A better understanding between the refugees and the residents is aided by the conferences at the Evangelical Academy at Bad Boll.

The Church also cares for the poor and assumes care for the undernourished and poorly clothed in a partner organization in the East Zone. Through the general welfare program the poor and needy in every community are taken care of regardless of creed or background.

The education and training of all the personnel in the Church's institutions are undertaken by the Church itself. Examinations are in many instances given by the Church in the presence of a government representative.

All that has been said of the Inner Mission work and General Aid of the Evangelical Church can also be said of the Caritas Verband (Charitable Organization) of the Roman Catholic Church.

In addition to the work of the churches there are other independent agencies working in the field of social welfare. Three of these are the Arbeiterwohlfahrt.(Workers' Welfare), the Paritätische Wohlfahrtsverband (United Welfare Organization) and the Rote Kreuz (Red Cross). The Inner Mission of the Evangelical Church does about 40% of the social work, the Caritas Verband of the Catholic Church about 35%. All remaining organizations account for the rest of the social work performed.

The Volkskirche has a heavy responsibility in coping with the many and complex problems which exist in a divided land that only 18 years ago lay in ruins. The Church is meeting its responsibility in the area of social welfare in a capable manner, and the general well-being of the country is a manifestation of this fact.

The study group had occasion to visit a Catholic youth organization, the St. Antonius Youth Home in Wernau on the Neckar. The home is the administrative center of youth work of the Roman Catholic Diocese of Rottenburg, which includes all of Württemberg. In addition, it provides a place for additional education as well as leadership training for the youth of the diocese. It concerns itself with boys and girls from 10 to 25 years old in all walks of life, with emphasis on the years 17 to 25. The early adolescent years are naturally self centered, but at 17 to 18 years the altruistic sense of young people seems able to respond. Up to age 18 the members of the two sexes work separately, but after this they frequently work together.

Youth work in the Roman Catholic Church really developed parallel to the Youth Movement cradled in Germany but it is a completely separate movement. The Youth Movement of Germany came into being at the end of the 19th century. It was a revolt of German youth against the authority and demands of a Prussian type of parentage, which demanded that young people accept the older generation's patterns of living. This movement was led by youth and had no goals other than rebellion. The Roman Catholic youth work was founded by clergy with two very definite goals: 1) the development of the whole personality of the individual and 2) practical help for living. Historically, its youth work can be said to have begun with religiously active student groups in Cologne in 1612. But really intensive work was begun by Father Adolph Kolping in 1846 in an effort to counteract Karl Marx's teachings. He founded an association and homes for wandering apprentices, so that they might have a home while on their travels to gain new skills in their crafts. In 1938 Hitler forced the Catholic youth organizations into hiding, and during this period there developed an interest in Holy Scripture on the part of the faithful youth. Early post-World War II interest in the church organizations was high and Catholic Youth Work became a confederation of some 22 groups. Interests within the organization are manifold: boy scouts, student groups, women's and girls' groups, the working girl, men's and boys' groups, workers' groups, rural youth, engaged couples' groups, leadership for parish youth, schooling for youth representatives in business and industry, political and social seminars, religious retreats, pilgrimages, vacations, camping, travel, sports and yet more. Whatever interest and concerns youth is the concern of this leadership. They have a saying "everything goes but SIN." Every activity must be characterized first and foremost by Christian overtones. The member of a Catholic youth group must meet four demands. 1) He must attend the Youth Mass. 2) He must partake of the special Youth Holy Communion. 3) He must pay his dues. 4) He must subscribe to and is expected to read its publication. If he is unwilling to meet these demands, he is requested to withdraw. This discipline is necessary so that the influence of the youth groups may be felt in all walks of life.

The physical plant of the Jugendheim (Youth Home) was originally a building erected in 1905 for the purpose of housing Italian workers. It has been expanded and renovated several times during its existence. Today it has a main building which houses meeting rooms; rooms for staff, lay and clergy, a library; a book shop; guest rooms for 80 people; a dining room and kitchen served today by Silesian refugee nuns who no longer have a motherhouse. One wing houses a simple modern chapel. A large addition provides space for the School for Rural Youth, where five- to eight-weeks' courses on all kinds of subjects are given. This is also the seat of diocesan leadership with a staff of four, including a chaplain who represents the bishop.

Some Special Approaches to Human Problems. German leaders in religious life and social work are embarking upon a great deal of experimentation in the effort to find a functional religion for the changed society. Within both of the large confessions there are hopeful signs of positive action. Special pastors are trained for work in television, radio and press. Chaplaincies have been founded for work with students, school children, workers, hospital patients, etc. The study group observed three widely different, special operations designed to establish a sensible equilibrium between religion and life: the Telephone Ministry, the Evangelical Academy and the Sindelfingen Experiment.

The Telefonseelsorge (telephone ministry) of the Evangelical Church had its origin in various countries at the same time. Many men of God recognized the need for such an organization and today it is active in 15 cities all over Western Europe.

The Council of Trent made it convenient for Catholics in confession to retain their anonymity by separating themselves from the priest with a curtain. The telephone ministry serves the same need of people to obtain help in time of mental and spiritual stress but at the same time to remain anonymous.

The nature of the problems of the people availing themselves of the help of the telephone ministry are extremely varied; the alcoholic, the homosexual, the unmarried mother, the potential suicide can all find human understanding and help without revealing their identity. After the initial contact is made these people can often be helped to get aid from professional people.

It is the essence of the telephone ministry that there is no moralizing, particularly at the beginning. The person is not immediately reminded of the Ten Commandments or other social laws that have been broken. It is already too obvious that he has misaligned his life through questionable behavior. He needs at this time human understanding rather than abstract lessons in theology.

Even though the person in need of help may not be practicing his religion or attending church services, the telephone ministry does not try to exploit his distraught state of mind to gain him back to the Church or to stipulate any other condition for giving the help being sought. When the person feels the need for more specific religious guidance the telephone ministry is, of course, ready to help him.

One of the most significant movements that has developed since World War II is the establishment of a network of _Evangelische Akademien_ (Evangelical Academies). These academies are permanent conference centers with a resident staff of clergymen and lay workers, where people from all walks of life are invited to meet and discuss their vocational problems as well as the Christian religion. The idea of the Evangelical

Academy grew out of the experience of the rise of Hitler which in the eyes of the leading church people was due to the fact that there was no relationship between the faith of many Christians and the field of professional and political affairs. Religion seemed to be something for private life and people were not too much concerned about moral standards in community life and politics.

The basic idea of the Evangelical Academy movement is to overcome this schism between religion and the practical problems of vocation and politics. The most striking thing for participants in academy conferences is to experience the fact that the Church is willing to listen to their problems before speaking. The Evangelical Academy proceeds from life to doctrine and not from doctrine to life. It seeks out modern man where he really is and it does not speak down to him. It wants to hear his worries and questions in his struggle for existence. The themes and discussions are devised to make it possible for people to speak freely. This new approach of the Church opens the door to a great many people who have completely lost contact with the traditional Church.

Eighteen of these Evangelical Academies are now operating in Western Germany. The Catholic Church has also started to build such institutions. One is located in Munich and another near Stuttgart. The Bad Boll Academy, the oldest (September, 1945) and the largest, annually conducts about 350 conferences for men and women in industry, for medical doctors, nurses, typists, lawyers, teachers, farmers, public administration officials, salesmen, apprentices, etc.

So the Church has a powerful agency which is dealing in an adequate way with the situation of modern industrial society. The effect of the academy movement upon West German society is considerable--one might even say that the effect upon society is deeper than upon the Church itself, which is only beginning to be influenced by the observations and experiences the academies make in their encounter with modern men. The Bad Boll academy has initiated far-reaching efforts to introduce the ideas and methods of academy work to the traditional local churches. This is no easy task, as this in the first place requires courageous pastors and laymen who are willing to leave the traditional paths of Church life. Furthermore, the use of academy methods on the local level requires a number of structural changes in the framework of the local congregation, and finally a program of re-education and training is necessary in order to provide a great number of co-workers.

Yet in the very heart of highly industrialized areas there has been developed a fruitful cooperation between the Evangelical Academy of Bad Boll and the local churches. The industrial town of Sindelfingen near Stuttgart represents a unique example of how the local church and the Church as a whole can work together to solve the problems of the Church's dilemma in modern life. The Sindelfingen project is an attempt to apply the methods of the Evangelical Academy to the level of the local parish. The churches are employing the conference approach to religious life. It is a successful answer to the frequently heard criticism that the work of the Academy is of no value to the local congregation.

Up to the time of the first World War, Sindelfingen was a small rural town of four thousand people. The first large factory built there was the Daimler-Benz automobile factory in 1916. Between the two wars this small town developed into a thriving industrial center with a population of 15,000 people. During World War II the factories and industrial life were destroyed. However, they have since been rebuilt and today Sindelfingen is one of the richest industrial cities in Germany, paying the highest per capita tax.

Today, the industrial complex of Sindelfingen includes the Daimler-Benz factory with 23,000 employees, an IBM plant with 3,000 employees, and a number of other factories employing some 7,000 workers. The labor force in Sindelfingen includes many refugees from the East, displaced persons of various nationalities and many migrant workers from Spain and Italy.

Although the population of the city itself now numbers 29,000, at the usual rate of one worker for every four inhabitants, it would require 130,000 inhabitants to fill the job opportunities. The working force now numbers 34,000, approximately two-thirds of whom are commuters who come from 300 different towns and sometimes travel a distance of 50 miles each way. This is the largest proportion of commuters in any city in Germany.

The problems confronting the Church in a situation such as this are tremendous. Many new housing settlements have been built and the city has outgrown its old boundaries. The goal of each settlement is to have its own church, school and business district. The chief problems in these settlements are to provide unified, harmonious living and to attempt to arrive at an understanding of the problems of their neighbors.

In cooperation with the Evangelical Academy in Bad Boll, the clergy and lay people of Sindelfingen are attempting to solve these problems. At Bad Boll *Tagungen*, or conferences, for 80-100 people from the factories in Sindelfingen are held. These *Tagungen* have tried to help the participants and by contagion their fellow workers to recognize the problems of the people and to teach them to live and work together as Christians.

One of the attempted solutions is the Besuchsdienst (visiting service). In each street a man or woman is appointed to be responsible for notifying each family of any meeting or activity of the local church. Furthermore, these people also notify the pastor of anyone who is sick or in any need. Since the problems in these settlements concern both the city and the Church, both work together to solve them.

A Kirchengemeinderat (church congregation council) composed of the Bürgermeister (mayor), representative civic leaders, school officials and city officials, work together for this purpose. Groups are formed to discuss town politics, church and humanitarian problems and to listen to lectures on these subjects. The members are not volunteers, but are selected from among those who are qualified to do this kind of work. Five groups of 20 people have met at the Academy and were taught how to handle and lead discussions. Two Tagungen are held each year for the church administrators and laity. Calendars and programs for the year are printed and distributed. These meetings have proved to be most successful.

Nine Hauskreise (family circles) have been formed, consisting of six to ten couples each, who meet in their homes every two weeks. General Bible study is practiced without the assistance of the pastor. Bible texts and various controversial topics are discussed. These often lead to material for the pastor in his sermons.

A Gasthaus in the Black Forest which can accomodate 50 people is used for week-end group meetings. The purpose is to give those attending a practical experience in Christian living by experiencing fellowship through social evenings, hikes and group discussions. Such topics as "Home and Family," "Professions," and "Religious Problems" are discussed. The Church is seen in a different light, people often discovering that the Bible has some of the answers for the perplexities of everyday living.

Sixteen such weekends are planned for the year, from October through April. Eighty to ninety percent of these people have refound their way to the Church because of wanting to continue newly-made acquaintances. The end results of these meetings are better understanding and cooperation among men.

Conclusions. The main problems of the Church in West Germany may be summarized and categorized into seven areas, all of which are facets of the central problem of diminishing contact between pastor and people.

1) The Volkskirche is providing good facilities but serving fewer and fewer people. The benefits of the income from the total membership are consumed by only 1%-10% of the membrs.

2) The training for the ministry is mainly a theological training and does not prepare adequately for leading an active congregation.

3) The pastor as administrator and clergyman must serve people whose daily problems he does not comprehend.

4) Men between the ages of 20 and 50 are almost totally missing in church life so that the pastor has become a servant only to children and the aged.

5) The pastor is the last "tradesman." He is not only expected to be able to do everything, but he actually does everything himself.

6) The size of the congregation is too large to serve all members effectively.

7) The active nucleus of the Church is to a large extent middle-class society and thereby unattractive to the other levels of society.

8) The Church is no longer sure what its task is and where it should go. Secularism may be the new chance for the Church to give Christian service to the masses.

II. Elementary Education

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Elementary Education

I. The German School System

II. The Pupil

- 1. Pre-School Education
- 2. Admission to the Elementary School
- 3. School Terms and Work Schedules
- 4. Size of Classes and Pupil-Teacher Ratio
- 5. The Curriculum
- 6. Materials of Instruction
- 7. Testing in the Elementary School
- 8. Grade and Report Cards
- 9. Discipline

III. The Teacher

- 1. The Training of the Elementary School Teacher
- 2. Methods
- 3. Counseling
- 4. Salaries and Benefits

IV. Administration and Supervision

V. The Physical Plant

VI. Extra-Curricular Activities

VII. Miscellaneous

I. The German School System

The "school" in Germany has a tradition of approximately one thousand years. Among the earliest schools were those established for the education of the clergy and members of the medical profession. By 1700 some of the German Länder (states) had already established a "school system", but education, in general, was still largely limited to the aristocracy and members of the wealthier merchant families. By 1800, however, an elementary school education was a common requirement in all states and since 1930 children are required to attend school until the age of 14.

After World War II many teachers were dismissed (at least temporarily) for political reasons. This placed a heavy burden on those teachers who continued to teach - a burden, in many instances, still obvious today. There are many communities that lack not only teachers but adequate classrooms as well.

Since 1949 the states have again become responsible for schools and educational or cultural affairs. There is no Federal Ministry of Education in Germany or even a Federal Office of Education such as we find in the United States. The constitution of each state states that the educational system shall be under the supervision of the state itself. The constitution further states that the persons entitled to rear a child have the right to decide whether or not the child shall receive religious instruction. As in the past, religious instruction continues to be part of the regular curriculum of the schools of the various states.

The right to establish private schools is also guaranteed by law, but such schools must meet the requirements set up by the Kultusministerium (Ministry of Cultural Affairs) of each state. Private schools, however, also have the right to exclude religious instruction from their curriculum.

The structure of the school system in Germany is far more complex than that of the United States. To be sure, children between the ages of three and six may attend a kindergarten, as is commonly done in the United States. At the age of six, children enter the Volksschule (elementary school), which has an eight-year program,as has its counterpart in the United States. The German Volksschule, however, is divided into two parts: the so-called Grundstufe (grades 1 to 4) and the Oberstufe (grades 5 to 8). And whereas all pupils must attend the Grundstufe, some pupils leave at the end of the 4th grade to attend another type of school. As a matter of fact, at the end of the fourth school year all pupils take an examination which determines whether or not they may leave the Volksschule to attend a Höhere Schule, which in turn prepares for the Abiturienten Examen and subsequent admission to the university. In other words, the decision to start the child on a program which leads to a higher profession must still be made at the very early age of 10 or 11.

Pupils who continue their education in the Volksschule for another four years (grades 5 to 8) usually complete their school work at the age of 14 or 15. They then enter upon a three-year apprenticeship in some business or trade. They must, however, at the same time, attend a Berufsschule (vocational school) for three years while serving their apprenticeship.

II. The Pupil

1. Pre-School Education.

The kindergarten is an institution which we have adopted from the Germans, which provides an opportunity for the young child to learn to live and play with other children until such time as he is ready to enter the elementary school. In Baden-Württemberg the child may attend kindergarten from the age of three until he enters the Volksschule at the age of six. If too many children are already enrolled in the kindergarten, the child is not accepted until he is older. However, the problem of being overcrowded seems to resolve itself since all children do not attend regularly. In the town of Boll, for instance, 84 children are enrolled in the kindergarten but approximately only sixty attend each day.

The public kindergarten is supported by the community itself. In Boll, the parents pay a monthly fee of 6 Marks to send their children to the public kindergarten. On the other hand, if they so desire, they may apply for permission for their child to attend a private kindergarten, such as the one established under the auspices of the Evangelical Academy at Bad Boll, a neighboring village. This kindergarten charges a fee of 15 Marks per month.

The number of hours spent every day at the kindergarten may vary from one community to another, as well as from one year to another. No regulations governing the number of hours or days exist. From Monday through Saturday the children in Boll attend kindergarten from 8 a.m. to 11 a.m. and from 1 p.m. to 4 p.m. The kindergarten is, however, closed on Wednesday and Saturday afternoons, and attendance is not compulsory. School holidays are of course observed but the summer vacation is usually a bit shorter than that of the elementary school.

On the whole, it would seem that the kindergarten teacher is free to implement her own program of instruction or activity. To be sure, the teacher is apt to be influenced by the ideas which she received in the pedagogical institution which she attended, and in which she did her apprentice-teaching. At Boll, for instance, the kindergarten teacher is an Evangelical Deaconess who has been trained at an Evangelical Mutterhaus (mother-house), and her work naturally reflects this training. In any case, a kindergarten teacher is required to keep an exact record of her program. In glancing at her record-book, we noticed certain items which were entered daily: religious instruction, stories, songs, games, etc. The teacher also keeps an enrollment book in which she lists the child's name, his birthday, religion, his parents' occupation, and the names and ages of his brothers and sisters.

The activities that we observed in the kindergarten were very similar to those observed in kindergartens in the United States. Of particular interest to us, as teachers of German, was the fact that the teachers in the kindergarten used only the dialect of the community when dealing with their pupils.

2. Admission to the Elementary School

The elementary school in Baden-Württemberg begins on the second Monday after Easter. To be admitted to the first grade, a child must be six years old as of December 31 of the preceding year. Should a child reach his sixth birthday between January 1 and April 1, he will not necessarily have to wait until he is seven to start school. The parents may, under such circumstances, request that the child be given an oral test by the principal and the first-grade teacher. If he passes this test, he may also be admitted.

If a pupil is six years old but does not seem to have reached the usual physical and mental maturity for this age, he is also given an oral test. Should he fail the test, he may be sent to a special school (Sonderschule) for remedial work. This, however, is usually not done until after the second year of attendance, unless such a special school is located in the immediate vicinity.

Within ten weeks of admission to the elementary school, the pupil is given a physical examination, including a hearing and a sight test by a school physician, who is also an official of the state. The child must also furnish evidence of smallpox vaccination, diptheria innoculation, and polio shots. The parents of the child are also required to fill out a health questionnaire in which they must record what illnesses the child has had, the age at which he began to walk and talk, whether he has a bed of his own, etc.

3. School terms and work schedules.

The elementary school year is the same length, and observes the same holidays as the Gymnasium year (pg. 78)

The average school week consists of six school days: Monday through Saturday. The number of class hours a pupil has per week is determined by his class. Girls usually have two additional class hours per week for instruction in sewing and cooking. Below is a chart showing the number of hours spent in class each week:

Class	Hours spent per week in class	
	Boys	Girls
I	18	20
II	20	22
III	24	26
IV	26	28
V	28	30
VI	29	31
VII	30	32
VIII	30	32

The school day in Boll begins at 7:30; and classes run until 12:10 with a recess period from 9:15 to 9:30. During the recess, both pupils and teachers usually have some sort of snack. In fair weather this "second breakfast" is generally consumed out-of-doors in the school yard. Classes then continue until 12:10, at which time pupils go home. Because the big meal is eaten at noon, it is felt to be important that the pupil be at home to eat his dinner with the entire family. One or two afternoons a week a boy or girl will very likely have to return to school for physical education or home economics. With the scheduling of the so-called solid subjects in the morning, there is no doubt that the most profitable part of the day is used to its fullest advantage.

We were very much interested in the fact that the amount of homework which a teacher in the elementary school may assign is specified: Grades I and II may be assigned no more than 45 minutes of homework per evening; III and IV, one hour; V, VI, and VII, 90 minutes; and grade VIII may be assigned up to two hours of outside work. No homework is assigned for the weekend, for the child should have an opportunity to spend Sunday with his family without the burden of school assignments.

4. Size of classes and pupil-teacher ratio

We found that the size of classes varied greatly, as in most school systems. In the town of Boll, for example, the seven classes were divided in the following manner:

Class (School Year)	Number of Pupils
I	38
II	46
III	48
IV	43
V	43
VI	
VII	24
VIII	25

Grades II, III, and IV show a certain consistency in numbers. At the end of the fourth school year a goodly number of pupils leave the elementary school and enroll in a so-called *Höhere Schule* in the neighboring city of Göppingen. Consequently there is a sudden drop in the size of the class. And because the elementary school at Boll had a total enrollment of only 259 pupils, it could claim the services of only seven teachers. As a result, grades V and VI were combined in one classroom. It is generally agreed that grades VII and VIII not only demand more attention in class but also are required to do more written work, which in turn makes heavier demands on the teacher. Accordingly, a combination of grades V and VI was regarded as the best solution.

The number of teachers which a school in Baden-Württemberg is allotted by the state is determined by the total enrollment in the school. For every forty pupils, the state is willing to provide one teacher. On the basis of its enrollment, the *Volksschule* in Boll could really only demand six teachers. Therefore the village regarded itself as fortunate in securing the services of seven teachers; an extra teacher, as it were, for the 19 additional pupils (over 240). As can readily be seen from the numerical distribution above, this 40 to 1 ratio is largely theoretical. The school does, however, have the assurance of one teacher to every forty pupils, no matter how much the number of pupils in each class may vary from the norm of 40.

5. The Curriculum

Although our observations in German schools while in session have been somewhat limited as to number, frequency and locale, we believe that we have seen enough German elementary schools to enable us to make at least some limited comparisons in the area of curriculum with the elementary school, both rural and urban, in the United States.

Let us compare the cross-section of the German Volksschule which we have observed with the American elementary school as we know it. In making such a comparison, we shall attempt to stress the areas that are essentially different in actual content and purpose.

For the most part, our observations of the Volksschule have been limited to the state of Baden-Württemberg and more specifically to the district of Göppingen. We visited seven Volksschulen in this area and we believe that they are representative of this section of Germany. We had the opportunity to visit and observe classes in several schools in Berlin, and also had the additional opportunity of hearing a discussion of the school system by Dr. Klotz, a school official of West-Berlin.

Our information on the schools of East-Berlin was gained from a lecture by Dr. Pagel of West-Berlin, a film, and comments from various teachers with whom we discussed the subject.

It might be appropriate to begin by presenting the program of study for grades one through eight in the elementary schools of Baden-Württemberg. The comprehensive chart on page 43, which shows the program of study, is comparable to the programs of study recommended by the various state departments of education in the United States. For purposes of comparison, the various subjects, which were originally listed in German, have been translated into English. In some instances a precise translation is not possible because of cultural differences in the subject matter itself.

Several general observations that can be made about the German program of study are:

a. Religion is taught for at least two hours a week beginning in the first year, whereas in the United States religious instruction is excluded by law from the public schools. In some American schools, however, released time is allowed for this instruction in some other location than the school itself.

b. The number of hours of the child's school week progressively increases from eighteen hours a week (plus two hours for the girls) in the first year to thirty hours a week in the eighth year.

c. The girls start with two hours of sewing in grades I and II. In the third grade this is increased to three hours and remains the same throughout the following years of education.

d. Heimatkunde, which we have labeled "social studies", is not broken down into specific subject-matter areas until the fifth year. Until that time one is concerned primarily with the child's immediate environment and the particular region in which the school is located. The pupil becomes acquainted with certain aspects of science, geography, history, hygiene. music, etc.

THE PROGRAM OF STUDY

Schedule of hours and classes for grades
1 - 2 - 3 - 4 - in Germany

Die Grundschule

Subjects	Class I		Class II		Class III		Class IV	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Religious Instruction	2 to 3 hrs.		2 to 3 hrs.		3 hrs.		3 hrs.	
German Language Local Geography Music Art	8 hrs. 5 hrs. 3 hrs.		9 hrs. 5 hrs.		9 hrs. 5 hrs.		10 hrs. 6 hrs.	
Arithmetic			4 hrs.		5 hrs.		5 hrs.	
Home Making		1 hr.		2 hrs.		3 hrs.		3 hrs.
Summary of hours per week	18-19	19-20	20	21	24	27	26	28

It was thought that a comparison of curriculum and time allotments at one particular grade level might be of particular interest. Grade III was selected only because the writers had their most precise information concerning the curriculum of the school in Baden-Württemberg at this level. The program of study for grade III shown on page 46 of this report, and information gained by interviewing one of the third-grade teachers in Boll were used in compiling the facts for this comparison.

A brief summary of this comparison shows several significant differences between the two sample curriculums. Arithmetic appears to be given a greater amount of time in the schools of Baden-Württemberg than in the United States. Limited observations would tend to indicate that the pupil at any particular grade level in Baden-Württemberg "performs" in arithmetic at a level that is somewhat more advanced than the pupil in Minnesota.

Another noticeable difference is that the pupil in Baden-Württemberg is given more time in the study of his own language, particularly in conversation and composition. The subjects of social studies, science, health, music, and art are combined in the first four years in the Baden-Württemberg schools under the subject title Heimatkunde. Considering these as a group, a greater amount of time is devoted to these subjects in the Minnesota schools. This difference is largely due to the attention usually given to the area of creative activities in the American school system. In the United States this area includes a variety of projects such as dramatics and the use of various art media, often correlated with the language or social studies field of study.

Two further differences should be stressed: a) The public school pupil in Minnesota is not given religious instruction in school nor is he released during school hours to receive such instruction. b) The girls have no instruction in needlework. In other subjects we observed no great differences. One subject which does not appear regularly in either program is the study of foreign language. It is true, however, that in both Minnesota and Baden-Württemberg a foreign language is taught in some elementary schools.

A COMPARISON OF GRADE III CURRICULUM

Baden-Württemberg, Germany and Minnesota, U.S.A.

Baden-Württemberg, Germany Recommended Curriculum (approximate)			State of Minnesota, U.S.A. Recommended Curriculum (approximate)		
Subject	Hours per Year Based on 234 Days 39 weeks of 24-26 Hours		Subject	Hours per Year Based on 175 Days 5 1/2 Hour Day	
Reading	117		Reading	146	
Arithmetic	195		Arithmetic	117	
German			English		
Conversation and Composition	156	234	Conversation and Composition	73	161
Spelling	39		Spelling	44	
Writing	39		Writing	44	
Social Studies			Social Studies		
(Heimatkunde)	117	195	History Geography Science Health	146	394
Creative Activities (Art)	39		Creative Activities (Art)	189	
Music	39		Music	59	
Physical Education	78		Physical Education	87	
Religion	78		Opening and Closing Exercises	59	
	936 Hours (Boys)			964 Hours (Boys and Girls)	
(Girls) Needlework	78				
	1014 Hours (Girls)				

A few additional observations that may be of interest are:

a. A particular subject frequently is not taught at the same hour from day to day. Therefore adjustments have to be made in the schedule to accomodate the subjects taught by special instructors (Fachlehrer) of religion, needlework, and physical education.

b. Foreign language study is an integral part of the West Berlin elementary school curriculum. It is interesting to note that more than 90 per cent of the pupils elect English as a second language.

c. In East Berlin there seems to be a definite stress on science, and on Russian as a second language.

Schedule of hours and classes for grades
5 - 6 - 7 - 8 - in Germany

Die Oberstufe

Subje Subjects	Class V		Class VI		Class VII		Class VIII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Religious Instruction	3 hrs.		3 hrs.		2 to 3 hrs.		2 to 3 hrs.	
German History Civics Geography Nature Study	12 hrs.		13 hrs.	12 hrs.	14 hrs.	13 hrs.	15 hrs.	12 hrs.
Arithmetic	5 hrs.		5 hrs.		5 hrs.		5 hrs.	
Art	2 hrs.		2 hrs.		2 hrs.		2 hrs.	
Music	2 hrs.		2 hrs.		2 hrs.		1 hr.	
Gym	2	2	2	2	3	3	3	2
General Shop Work	2	3	2	3	2	3	2	2
General Home Economic		3		3		3		2
Houskeeping								4
Summary of hours per week	28	29	29	29	30-31	30-31	30-31	30-31
Elective Subjects								
Sports and games	2 hrs.		2 hrs.		2 hrs.		2 hrs.	
Chorus	1 hr.		1 hr.		1 hr.			1 hr
English or French	3 hrs.		3 hrs.		3 hrs.		3 hrs.	

6. Materials of Instruction

A distinction is made in German schools between "learning" and "teaching" materials. The former are generally described as those materials which are regularly in the hands of the pupil, as opposed to such materials as maps, globes, films, etc., which remain part of classroom equipment.

The most important materials of "learning" are, of course, books, and we were pleased to learn that since 1960 all textbooks used in the elementary schools of Baden-Württemberg are being furnished free of charge to each school child. The cost is borne by the community; not the state. However, lesser materials, such as paper, notebooks, pencils, etc. must be purchased by the pupil himself.

The selection of textbooks for class purposes lies in the hands of the classroom teacher and the principal. However, they may choose only from among those texts which have been found acceptable by the Kultusministerium in Stuttgart.

The other item of particular interest to us was the socalled Filmdienst (educational film service). We learned that every district office of education makes available to every elementary school a large number of educational films on every conceivable subject. In addition, there is also a state educational office which will furnish upon request any number of special films of an educational nature. Slides, records, and tapes of all sorts are, of course, also available.

7. Testing in the Volksschule

A testing program of the sort so commonly found in many of our elementary schools in the United States does not seem to exist in the Volksschule. The teachers are familiar with intelligence tests, and apparantly they are occasionally given, but to the best of our knowledge there is no testing --in our sense of the word--of such skills as reading, verbal and mathematical aptitude, etc. On the other hand, examinations often do play an important role in the school life of the German child, for a good deal of his future depends on his success in passing an examination at certain points in his school career.

In the course of the fourth grade the child reaches his first crossroads, for this is the juncture at which he may transfer to the Gymnasium (preparatory school for the university). He must, however, pass a series of examinations before he is permitted to transfer. If he fails to pass during his first try in the fourth grade, he is given another opportunity to take the examination in the fifth grade. Occasionally a pupil may delay taking the examination for a year because of lack of maturity.

The first series is called the Vorprüfung (preliminary test). All children in the fourth and fifth grades in the entire state of Baden-Württemberg are required to write these examinations. They are issued by the Kultusministerium without previous announcement to the children. This is done in the hope that the child will be at ease in taking the examination and that his achievement will be fairly accurate. The examination consists of two dictations, two sections dealing with arithmetic, and one composition written under test conditions. No more than one part of the examination is taken on any one day. The entire examination is completed within a period of three weeks. The Vorprüfung is written before Christmas and is administered and corrected by the fourth and fifth grade teachers.

In February the second series of examinations, called the Aufnahmeprüfung (entrance examination) is administered by the Gymnasium. Only those fourth and fifth graders, who register at the Gymnasium they wish to attend, may take this examination. The Aufnahmeprüfung is shorter than the previous series in that it consists of only one dictation, one section on arithmetic, and one composition. The pupils go to the Gymnasium they plan to attend in order to take this second examination.

The scores of both series of examinations, the Vorprüfung and the Aufnahmeprüfung are totaled, the former counting for one-third and the latter for two-thirds. Those pupils who get better than a grade of 3 (see below) are admitted to the Gymnasium without additional testing. Should a pupil get less than a 3 in any one area, he is required to submit to an oral examination. All pupils who get at least a grade total of 4 (including oral) may enter the Gymnasium. Those who fail the examination may take it again the following year provided they have not yet reached the age of twelve.

The only other state-wide testing occurs in the eighth grade, when all pupils take an achievement test issued by the Kultusministerium. The only aim in giving this test is to gather statistics and to exercise some control over the level of instruction. It in no way influences graduation from the Volksschule.

8. Grades and Report Cards

In the first grade no grade reports as such are issued. However, the teacher records a general comment in the *Zeugnisheft* (report card booklet) about the pupil's ability and achievement in all areas. Beginning with the second grade, the pupil receives grades twice a year, once in the fall, usually in November, and again at Easter, when the school year comes to an end. The teacher gives two series of grades, one series for achievement, and one series for conduct and co-operation.

The achievement grades range from 1 to 6 as follows:

1 sehr gut (very good)
2 gut (good)
3 befriedigend (satisfactory)
4 ausreichend (sufficient)
5 mangelhaft (deficient)
6 ungenügend (insufficient)

The two non-academic grades, one for conduct and one for co-operation range from 1 to 4 as follows:

1 sehr gut (very good)
2 gut (good)
3 noch befriedigend (barely satisfactory)
4 unbefriedigend (unsatisfactory)

In order to pass from one grade to the next the pupil must receive an average grade of 4 or better. Should he receive a 6 in two major subjects, he must repeat the class work of the entire year, regardless of his grade average.

The grades are entered on a report card which is in book form and includes all eight years of school. The following is a reproduction of one page--sufficient for one semester--of this booklet. Not the number grade, but the words "sehr gut", "gut", etc. are entered on this page. The teacher, the principal, and the father of the child are required to sign the card.

Name of Grade School: Boll

County: Göppingen

Class:______________

School Year 19--__ Semester 1.

Conduct:_________________

Co-operation:____________

Achievement in subjects

Religious instruction:__________

German_______________

Reading_______________

Composition___________

Grammar_______________

Spelling______________

Penmanship____________

English/French[+]_______

History_______________

Social Studies________

Geography_____________

Arithmetic________________

Geometry__________________

Nature study______________

Chemistry and Physics________________

Drawing and Painting______________

Music_____________________

Physical Educ.____________

Handicrafts_______________

Sewing____________________

Home Economics____________

Boll, the_____ of ________, 19____

(stamp)

Teacher:

____

Principal:

____

Parent's signature:__________________________

[+] elective, when offered

9. Discipline

In the schools visited, the degree of discipline current in the classroom varied with each teacher. The same comment would, of course, have to be made about discipline in the American classroom. However, we felt that, in comparison with the American pupil, the German pupil showed, in general, a somewhat greater degree of courtesy and respect for his teacher. On the other hand, the notion that many of us had, that discipline in the schools of Germany would be strict and formal proved to be a fallacy--at least in the schools which we visited.

III. The Teacher

1. The Training of the Elementary School Teacher.

A. Schools.

Before World War I, teacher training took place in a *Lehrerseminar*. This was a type of *Höhere Schule* which accepted students at the end of six or seven years of *Volksschule*. In other words, the *Abitur* (cf. p.82) was *not* an entrance requirement. It was a professional school with a six-year program of studies. Methods classes and educational psychology were among the courses included in a teacher's training, as well as courses in the various academic fields. In addition, regular elementary school classes were made available, to enable the prospective teacher to get actual classroom practice before he left the *Lehrerseminar*. Since World War I, prospective teachers attend *Pädagogische Hochschulen*, which are special schools for the training of teachers. At present there are seven such teacher-training schools in Baden-Württemberg. One of these enrolls primarily

Evangelical students, two primarily Catholic students, and the remaining four enroll students of both denominations. In order to be accepted at a teacher-training institution, the candidate must have passed the *Abitur* or *Reifeprüfung*.

B. Training.

Before describing teacher-training, some mention should be made of the earlier education of the students. Candidates are accepted from the *Gymnasien*, in which they already have completed 13 years of rather rigorous education. Their education in general subject matter is considered to be completed, and their training in the *Pädagogische Hochschulen* consists primarily of pedagogical courses. Thus many of these prospective teachers will eventually teach classes in a system which they themselves have attended only for the first four years.

No charge is made by the *Pädagogische Hochschulen* for the cost of training, in order to induce more young people to go into teaching. The student is responsible, however, for his own living expenses, including room and board. In some instances, stipends to cover the cost of living are made available by the state to particularly gifted students who are in need of such financial aid.

At some schools the training period today lasts only four semesters, as in Baden-Württemberg. This is, however, only a temporary measure to insure a sufficient number of teachers for the basic needs of the elementary schools in the state. The law actually provides for six semesters of teacher-training, and the requirements will have to be met in the near future. In some other states the training period is already six semesters in length. Course requirements include the history of pedagogy, pedagogical methods, psychology, etc. In addition, every candidate must choose one subject-matter field in which he will be examined. Both oral and written examinations (Erste Dienstprüfung) come at the end of the training period. In Baden-Württemberg the new teacher is called a Hauptlehrer zur Anstellung for his first two years, after which time he must pass a second series of oral and written examinations (Zweite Dienstprüfung), which are of a more practical nature and include questions on school law as well as on pedagogy. During his first two years of teaching, the young teacher is frequently and regularly "observed" by the Rektor (principal) of the school; and at the end of the two-year period he must teach three classes in the presence of a three-man examining board, one class of which he may choose, whereas the other two are specified by the examiners. In addition, an Arbeitsbericht,. or report of class work, is required. At the end of his second year of teaching, after submitting his Arbeitsbericht and passing all of the required examinations, he becomes a regular teacher, in other words, a civil servant.

C. Placement.

The new teacher does not apply for his first teaching position, but instead is assigned by the state. He is required to remain in this position for at least two years, before he is permitted to apply for a position at another school. Thereafter, the teacher is expected to remain at least five years in a school before requesting a transfer. When a teacher learns of an unfilled position to which he would like to move, he writes a letter of application to the Kultusministerium.

D. Continuing Education.

There are no requirements that a teacher must continue his training or take additional work after he has passed his *Zweite Dienstprüfung*. Teachers are expected to keep up with current developments in education, however, through conferences, professional journals, and various short courses, which are made available in Baden-Württemberg at the state academies in Calw and Comburg. These short courses are mostly of three or four days' duration, and the cost is borne by the state.

2. Methods

In this report we should like to consider educational methods as we observed them in the several elementary schools that we visited. We can perhaps judge the German educational methods best by asking how well they seem to serve the ends that American elementary education has set as its goals. This would assume, of course, that the objectives of German elementary education are identical to thos of American elementary education. And to simplify our problem, we shall assume that the American elementary educator has set as his goals the acquisition of the basic skills (the three R's) and, through the use of certain classroom procedures, at least, some small understanding and appreciation of the so-called "democratic way of life."

On the basis of our visits we believe that we have good reason to say that the elementary teacher in the state of Baden-Württemberg is concerned with the same basic skills as the average elementary school teacher in the United States. We found that the basic skills

2

were usually well correlated with actual family and home situations, as well as the problems that are basically inherent in the life of an ever-widening social community.

The elementary schools of Baden-Württemberg are provided with many modern visual aids, and a large variety of realia is used. On the other hand, the classes are usually larger than we would tolerate in the United States, and this in itself would call for special methods in contrast to procedures suitable for or, at least, commonly pursued in teaching a smaller group. But we felt the most marked contrast to be the absence of a) small group work b) so-called "sharing-time" and c) creative projects, individual or group, that are essentially the work of the children themselves.

The method usually employed in the history and geography classes was a sort of "lecture" method; that is, the teacher told the story of Mohammed or commented on the importance of the Danube, and then asked the pupils questions which tested their remembering and their understanding of what he had said. And even in the upper elementary grades - where the number of pupils in each class was definitely smaller - the teacher was still the constant focus of attention. Again and again we saw the recitation method in use. In history the pupil was always expected to give _a_ certain answer from the text book or one that he had previously heard expressed by the teacher.

We saw no evidence of an educational method that would encourage critical judgment or independent thinking. We saw no group reports, no group discussions and no exchange of ideas between classmates. We did, however, speak with one elementary principal who expressed the opinion that "lock-step" education was disappearing. He stated that he saw the basic role of the teacher as that of a "resource" person and guide rather than as an "instructor".

In brief, the classroom methods we saw reflected, in our judgment, a philosophy of education that presupposes a body of knowledge important enough for pupils to memorize to enable them to return certain predetermined answers to the questions of the teacher. The American school system in general would, to be sure, acknowledge much of this to be true and necessary, but would also we believe, tend to regard as even more important an effort to get the pupil to think for himself, to ask questions and to find his own answers, even if they must necessarily be of a tentative nature. In pursuing such a philosophy of education the teacher becomes a guide and a consultant rather than the authority.

3. Counseling

In discussing the subject of counseling with some of the teachers in the schools which we visited, we learned that it was handled for the most part by the classroom teacher. We were told that pupils who need help are apt to go directly to their teacher, rather than to the principal of the school. This may be due to the fact that the teacher remains with the same group of pupils for a two-, if not for a three- and even a four-year period. This continued association would seem to make for a very intimate relationship between pupil and teacher.

Special counseling departments, such as we often find in the larger elementary schools in the United

States, do not, as far as we have been able to learn, exist in schools in Germany. In this connection, it may be of interest to note that the words "counseling" and "guidance", in the sense in which we use them, have no German equivalents.

4. Salaries and Pensions.

In addition to the information supplied in the report on Secondary Schools, we should like to mention several other financial benefits provided for teachers and their families in Baden-Württemberg.

a. A teacher is a civil servant since he is hired by the state. As such he receives upon retirement a pension which is 75% of the annual salary earned at the time of retirement. (A teacher must retire at 65; he may retire earlier for good and sufficient reason.)

b. In case of death after retirement, the teacher's widow is entitled to a pension which amounts to 60% of the pension formerly drawn by the teacher himself.

c. When possible, the community -- and this is true only of smaller communities -- provides apartment houses for the teachers. The rents in these buildings are very reasonable (65-80 DM per month). These are known as Dienstwohnungen (apartments for people in service).

d. If the teacher is assigned to substitute for a sick colleague in another community, the state also pays for costs of food and transportation. This is termed Trennungsentschädigung.

e. If the teacher is transferred to another community, his moving expenses are paid by the state (Umzugskosten). Moreover, the teacher's expenses in connection with trips taken with his class (Ausflüge) are also paid by the school.

f. In case of illness the teacher also continues to draw his salary for a comparatively long period of time.

5. The Teacher and his Position in the Community.

As far as we were able to determine, the general attitude of the community toward the teacher is definitely one of respect. In fact, we were told that the elementary school-teacher -- in a smaller community -- ranked with the physician, the minister, and the pharmacist. He is accepted as a person of education and knowledge by other members of the community; and the teacher, in turn, enjoys his position and is eager to maintain it. We were also told that the social position of the teacher has improved greatly since World War I. As in all professions, increased requirements in educational and professional training, in addition to the higher salaries which have been paid since that time, have undoubtedly been strong factors in adding to the general prestige which the elementary school teacher enjoys today.

IV. Administration and Supervision

The average person probably takes very little notice of administrative policies during the course of his school life. We as teachers, however, were very much interested in learning all we could about administration and supervisory procedures in a foreign school system. As casual visitors in a fairly large number of classes, we were unable to observe any administrative or supervisory pressures in the classroom. This was perhaps all the more surprising since many of us had envisioned a rigid hierarchy of control from the upper echelons down to the very thought and movement of the pupil.

However, from our observations and our discussions with both teachers and pupils we have learned that the strict controls we were looking for do not exist. Each teacher has great freedom of choice and decision in carrying out his responsibilities. This is particularly true of regularly employed teachers who have passed their second Dienstprüfung. Even on the basis of our limited observations we have reason to think that the freedom which the average teacher in the German school system enjoys is usually well-deserved and employed to the good advantage of both the pupil and the community.

Some elementary school teachers assured us that this so-called academic freedom had always been present in the German school system. Others expressed the fear that this new "democracy" was being overdone in the classroom. They questioned the wisdom of letting the child become the focal point about which everything revolves. They felt that it might be more prudent to retain a bit of the age-old German virtue of respect for authority.

As actively engaged members of a school system, we were, of course, interested in learning as much as we could about the actual body of officialdom that administers the educational policy of the state. The following outline of the so-called "administration" may be of interest to the reader:

Ständige Konferenz der Kultusminister (Permanent Conference of the Ministers of Cultural Affairs, established in 1949): The respective Ministers of each German state hold monthly meetings to discuss educational problems affecting Germany as a whole. Although this group is not authorized to pass legislation binding on the states, these meetings do foster a continuity of purpose and action that would otherwise be lacking. It might also be noted that attempts have been made to set up a Federal Ministry of Education. However, comments which we have heard from both parents and teachers lead us to believe that such an agency has very little chance of materializing in the near future.

1. Kultusministerium (Ministry of Cultural Affairs): This is the top-ranking school administrative body. It consists of the Kultusminister, appointed by the legislature of the state and dependent on the political majority in the "government" of the state; and a body of officials (civil service) who are on permanent tenure and do not change with the "government." This Ministry of Cultural Affairs is in supervisory charge of all the schools of the state, but it can and does share this responsibility with educational offices near or on the local level. The administrative work for the state is then channeled from Stuttgart to key cities in four major areas in the state: Stuttgart for Northern Württemberg, Tübingen for Southern Württemberg, Karlsruhe for Northern Baden and Freiburg for Southern Baden. These four administrative areas are still further divided into districts. The elementary schools which we visited were all in the District of Göppingen, which has some 60 elementary schools under its supervision.

2. Oberschulrat (Supervisor): He is appointed by the Ministerium from among the various applicants for the position. He is the official regularly sent from the District Office (Göppingen) to observe and give help and suggestions to the new apprentice-teachers. He is also a member of the examining committee (along with the Rektor and the member of the Kultusministerium) which administers

the Zweite Dienstprüfung, etc.

3. Rektor: He also applies for his position and is then appointed by the Ministerium from among the various applicants. He is the administrator of a school with at least seven certified teachers, or of a special school (Sonderschule) with at least five classes. The Rektor is responsible for the smooth and effective operation of his school. He must also teach approximately 22 hours a week, so it is obvious that his duties are not of the same scope as those of his American counterpart, the principal. One can only assume that a large number of administrative matters are handled at a higher level.

4. Konrektor: He is the official substitute for the Rektor in a Volksschule with at least 14 teachers. He carries a full teaching load of 30 hours per week.

5. Oberlehrer or Oberlehrerin: This designation means that the teacher has been instructing at the same school for at least two years.

6. Lehrer and Lehrerin: Teacher.

7. Hauptlehrer: The administrator and the teacher of a three to six class Volksschule.

8. Schulhelfer: This is a student teaching-assistant who has completed a three months' training course.

9. Aushilfslehrkraft: This is a part-time teacher, usually in the field of physical education, kindergarten, youth leadership, etc. Because of the lack of sufficient teachers, married women or semi-retired teachers are often employed part-time, particularly in the non-academic areas.

It is not within the realm of this report to consider or to interpret any of the administrative mandates or suggestions that originate in the Kultusministerium. Nevertheless it seems appropriate to list at least two areas in which administrators and teachers in the various schools in Baden-Württemberg do receive guidelines:

1. A Bildungsplan (Course of Study) is published. (Cf.p. 69) Many suggestions and topics are listed for each grade level together with some suggestions for procedure. From this plan each teacher is expected to work out a course of study which is particularly appropriate for a particular community.

2. An Unterrichtstagebuch (Lesson Plan Record) is required of beginning teachers. This consists of units of study planned well in advance and followed up by daily lesson plans. It should include not only the material to be presented, but also the method of presentation, as well as the desired objective for every period of instruction. All of these plans and records are presented to the Examining Board at the time of the Zweite Dienstprüfung.

The picture that we have tried to present here is that of a type of administration and supervision of the schools in Baden-Württemberg which is based on a policy of local control within a framework suggested by a centralized authority, the Kultusministerium in Stuttgart. No single organization is empowered to establish administrative policy for the whole of West Germany, but there is close co-operation among the various states in promulgating the national cultural welfare. The Bund (Federal Government) has given financial assistance in all spheres of cultural life.

V. The Physical Plant

The following is a description of the school buildings which we saw when we visited West-Berlin and the seven towns in the district of Göppingen. Because these communities differed in size, the observations may represent the differences between urban and rural schools as well as other differences. The buildings will be described according to style, construction, general appearance, and equipment.

Some of the school buildings which we visited were quite old, but others were modern. For example, the new school at Jebenhausen, only recently opened, is very modern and even has a centrally-located courtyard with a large number of steps, which can be used as a small stage.

On the other hand, the Hans-Reuter School for Vocational Training in West-Berlin, is not quite as modern in style, but it does give a feeling of newness as well as of function. In contrast to these school buildings, the building which houses the Volksschule in Boll is quite old, but the construction of a new, modern building is to be started in the near future. In general, the schools which we visited gave an impression of being sturdily build with emphasis on the practical.

Because we are not a group of architects, only a layman's view of the construction can be given. None of the buildings was of wood. Brick walls coated with stucco seem to constitute the common type of building construction, although the walls of the new school at Jebenhausen are of poured cement. Nowhere did we see the tiled walls so typical of the new American school buildings, and nowhere did we see hall lockers--perhaps because the students stay in the same room all day. However, a few of the new schools are said to have such lockers.

Good use of daylight is made through the use of larger windows. The rooms are usually sufficiently large to accomodate perhaps as many as 45 pupils. Because of the good use of daylight and the size of the rooms, one does not feel cramped unless the class is unusually large.

There is, all over Germany, a shortage of school buildings as well as of teachers, This, we were told, is due occasionally to a shortage of land, which can be used for a school building and school grounds. It was reported, in one instance, that although the community wanted to build an additional school, the farmers refused to sell any of their land.

A large number of small schools rather than a small number of large schools seem to be the rule in communities which we visited. But as in the United States, the one-room rural school house is rapidly becoming obsolete.

Some of the facilities common to the American school were missing or found inadequate by American standards. For instance, we found no cafeterias in the school buildings, but in Germany, the pupils go home for the noon-day meal, and the school building does not need to have a cafeteria. Some schools have a collection of books from which the pupils may borrow, but we saw no school libraries as we know them in American schools. While some schools have a gymnasium of their own, other schools use the community gymnasium. Sometimes the principal does not even have his own office.

We noted some interesting differences in comparing the equipment in the classrooms which we visited with our own classroom equipment. Most of the classrooms which we saw had desks and benches which seat two pupils. This arrangement undoubtedly saves space, and no discipline problems seemed to arise because of the seating arrangement. By American standards there was, on the whole, much less blackboard space, but the blackboards were often mounted on tracks and could be lowered and raised, something many an American teacher dreams of.

Fluorescent lamps are the usual source of artificial lighting in the new buildings. In keeping with prudent spending, these fixtures have no unnecessary reflectors or shades.

In summary, we might say that the schools which we saw seem to be sufficiently well-equipped and well-constructed. The major problem is one of building more schools.

VI. Extra-curricular Activities

Under extra-curricular activities we should like to group excursions (Ausflüge), hikes (Wanderungen), and festivals (Feste). The term "extra-curricular" is something of a misnomer, for in the German schools such activities have quite a specific educational purpose, and are actually regarded as "intra-curricular".

This fact is clearly shown by the descriptions and specifications (length and number of excursions per year, for example) contained in the handbooks of the departments of education of the state of Baden-Württemberg.

The importance of excursions, hikes, and festivals as a part of the child's education may best be illustrated by a quotation from the Bildungsplan für die Volksschulen in Baden-Württemberg (cf. p.   )

> The elementary school aims to cultivate within the framework of a popular education the concrete and intuitive **thinking** which is enriched and clarified in its contacts with people and things. (p. 6)
>
> The striving towards a genuine school community or fellowship is encouraged through festivals and holidays, sports and hikes, as well as sojourns in youth hostels and Schullandheime+. The more successful the school is in bringing these activities into a proper correlation with worthwhile local customs, the stronger will be its influence upon society as a whole. (p. 12)

+a building in the country, provided by the state for the use of classes, to be used for two-week periods in which school-work is continued. The pupils often regard these periods as the high point of their schooling.

Of the three types of extra-curricular activities previously mentioned, the Wanderung (hike) is perhaps the most characteristic of Germany, where hiking has always played a practical and sentimental role.

The hike may be a two-day affair, but is generally limited to one day, and to a half-day in the first and second grades of the elementary school. Under Leibesübung (physical education) in the Baden-Württemberg handbook we find the following recommendations:

1) First and second school years: short hikes.
2) Third and fourth school years: half-day hikes.
3) Fifth and sixth school years: half-day and one-day hikes.
4) Seventh school year: one-day hikes.
5) Eighth school year: one- and two-day hikes.

In the elementary school in Boll each class has one yearly outing. In addition, grades five through eight have four major hikes. The number of short hikes seems not to be specified, but varies according to the wishes of the teacher, and is invariably co-ordinated with the classroom work, most often, perhaps, with nature study.

A hiking day in areas such as Boll presentsno problems. In cities, however, it is not unusual for the class to use some means of transportation - street car, bus or train - to get safely beyond the metropolitan area.

The children often carry knapsacks, provisions, balls, songbooks, etc. Flowers, insects, animals, stones, and special features of landscape may be studied as the pupils hike or stop for rests.

One of the desirable features of such a hiking day is the closer pupil-teacher relationship which is apt to develop. The value of these hikes, both from the socio-educational and the health standpoint would be difficult to exaggerate.

An Ausflug (excursion) is not always clearly distinguished from a hike, but in this discussion we shall consider only the prescribed yearly excursion in the Boll area. The excursion--always a learning situation--is a trip to a point of interest where the child broadens his horizon and increases his knowledge. For many a child this may be his first trip away from his own village! The excursion to more distant places, taken by the older pupils, especially by those in the eighth class of the Volksschule, are indeed highlights of a pupil's school year and often of his entire life.

Costs are at all times kept at a minimum, so that no pupil is excluded because of financial difficulties. This again is a point of difference between American and German school activities. Who does not know of instances where American school children were unable to take part in school functions due to lack of money or proper clothes? This could hardly be imagined in the German elementary school.

These trips away from home also have great educational values. Again costs are kept at a minimum--the cost per night at a youth hostel is about twenty-five cents, the food is inexpensive (a portion may even be brought along by the pupil), transportation is reasonable, because all trains have special rates for pupils, and admission to museums, art galleries, and theaters is available at special pupil rates.

Although such excursions may be academic in nature--

even with classes during the morning --there is always ample opportunity for the pupils to play games, to go on hikes, to sing songs and to amuse themselves in every conceivable way. Even pranks may be the order of the day - or of the night.

When two groups are visiting the same hostel or home, there is still more opportunity for fun and frolic, for interchange of ideas, and for growth of personality.

Teachers often comment on the fact that they have come to know their pupils far more intimately on such excursions than in the classroom. A camaraderie often developes between pupil and teacher that would be extremely difficult to achieve inside the walls of the school.

Festivals are a characteristic feature of German life, and inevitably form a part of the school life also. Festivals may be organized for religious, political, social, athletic or educational purposes. Some are organized by the schools themselves, although the majority are not school affairs per se, but include the school children as participants or audience.

Some festivals are entirely local in character, some regional, and indeed national, if not international.

Boll's Kinderfest (Children's Festival) is one in which the school children play a major part. The participation depends upon the individual teacher and his class, but the spirit of competition and the fun and pride of taking part in the festival makes it almost inevitable that all children participate in the affair.

There are competitions in sports-events, singing, dancing, music, and short plays of various kinds. The educational character of the Children's Festival is clearly seen in the close connection between classwork and the activity of each class in the festival. A class may, for example, perform a comic or a serious version of the story of William Tell which the pupils have studied during the current year.

One of the most popular types of festival is the Sportfest. This forms an integral part of the health program, and provides dramatic evidence of the value of good training and physical well-being. Sometimes the Sportfest is purely local in character, but national sports events also occur regularly in Germany. Both individual and team (or class) participation and competition are emphasized. Prizes are often of an educational rather than a materialistic nature; books, for instance, are far more often given as prizes than money or gold trophies. A certificate of merit provides a means of recognition that can be hung in the student's home or in the classroom. Teamwork is considered important, though not excessively emphasized. Nearly every classroom, however, proudly displays the certificates it has won in the previous year of competition.

Music festivals are common throughout Germany, although as extra-curricular school events they occur less often than sport festivals. Schools encourage the pupils to attend musical performances, however, as part of their education. The Landschulheim in Marquartstein, Bavaria, for instance often hires a bus to take a group of its students to attend performances of the Munich opera.

In summary, we may say that extra-curricular events in the German school system appear to have a much closer relationship to the regular classroom work than in the

American school system, and that it is of particular interest that such a term as "extra-curricular" is not current in the German language.

III. Secondary Education

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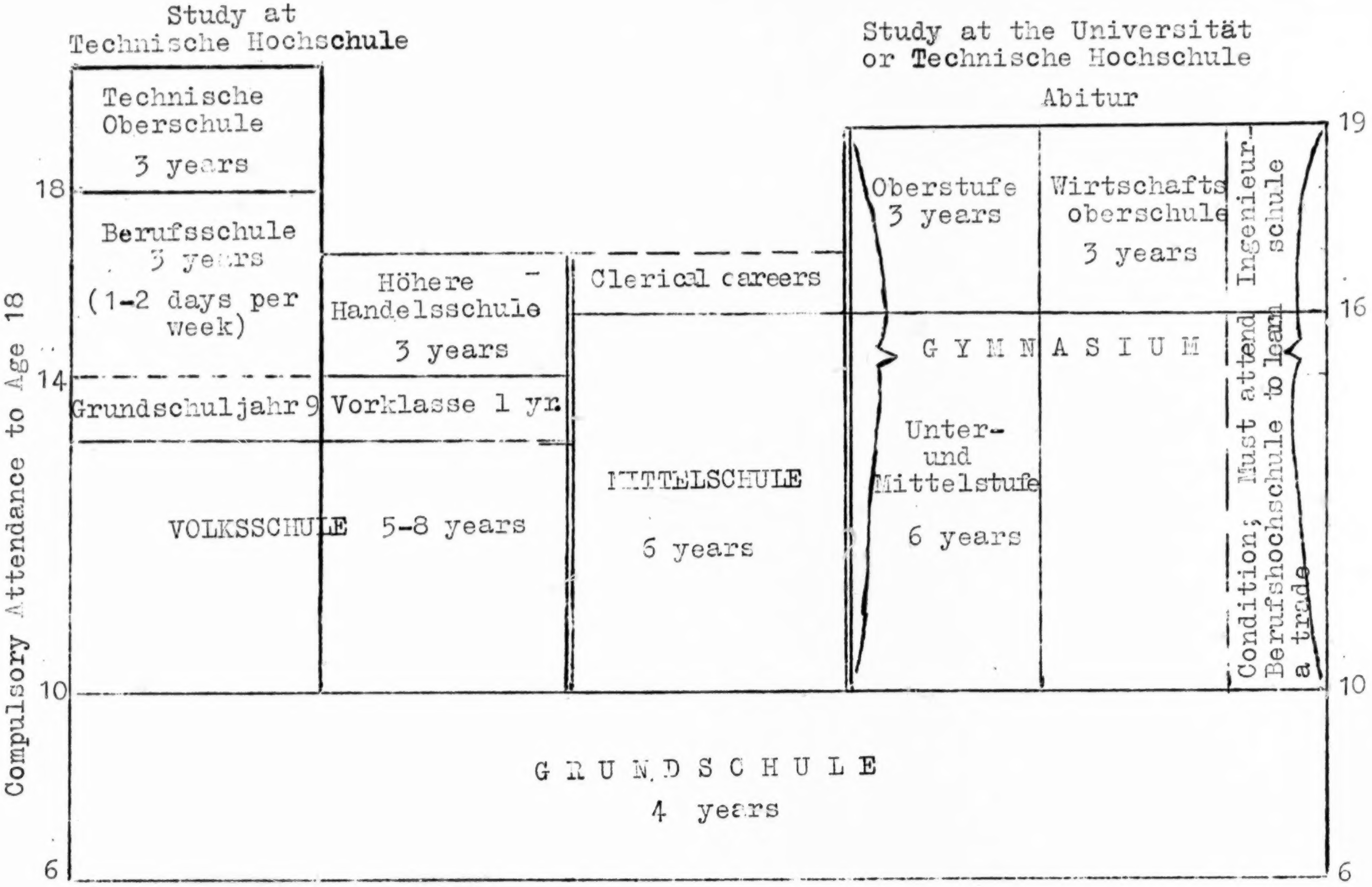
Introduction

During our nine weeks in Germany we were able to visit--individually and as a group--secondary schools of all types in Württemberg, in Berlin, and to some extent in Munich. Seeing these schools and observing the teaching, we were able to form in the following report a fairly complete picture of German secondary education.

After talking to German teachers and students, our group feels that the majority of Germans today--especially the young people--are searching for morally valid and tangible goals, for values and concepts to which they can submit themselves without running the danger of becoming abused as under the previous, Nazi regime. The vast majority of the German youth seem to realize clearly that the present tensions between East and West are not a national struggle for power in the traditional sense, but rather a struggle between whole ideologies and systems of values. And it is clear to most young Germans that this struggle involves not only the physical existence of man but also his spiritual existence. This aspect of the present East-West struggle seems to take precedence over all others--even over such legitimate demands as that of a united national community; and full realization of this fact is the most important political and moral insight demanded today of the German youth by their educators.

Structure of the Educational System


Study at
Technische Hochschule
Technische Oberschule
3 years
Berufsschule
3 years
(1-2 days per week)
Grundschuljahr 9
Höhere Handelsschule
3 years
Vorklasse 1 yr.
VOLKSSCHULE 5-8 years
Clerical careers
MITTELSCHULE
6 years
Study at the Universität
or Technische Hochschule
Abitur
Oberstufe
3 years
Wirtschaftsoberschule
3 years
Ingenieurschule
GYMNASIUM
Unter- und Mittelstufe
6 years
Condition; Must attend Berufshochschule to learn a trade
GRUNDSCHULE
4 years
Compulsory Attendance to Age 18
18
14
10
6
19
16
10
6

1. The Gymnasium

Our report may properly begin with the Gymnasium, since this elite branch of the German secondary school system is the one in which most of the future leaders of the nation are now being trained. Contrary to earlier procedures, the Gymnasium is now no longer limited largely to the children of the relatively well-to-do. Each child is now entitled to attend the school of his and his parents' choice, provided only that he can demonstrate the mental capacity required to complete the course of study leading to graduation. The social and financial standing of the family is no longer a deciding factor, since the state provides financial support for the education of every child. An especially gifted pupil who can receive no financial support whatever from his family is allotted an additional 100 to 200 DM per month by the state, is given the necessary money for required class trips, or is able to obtain private scholarships.

Entrance into the Gymnasium must be made at the beginning of the school year after a strenuous and comprehensive written and oral examination administered at the completion of the fourth year of the Volksschule or elementary school. Though parents receive aid and advice from the teachers and director of the Volksschule, they alone have the right to decide whether their child shall continue in the Volksschule and ultimately go to a vocational school, or whether he shall enter a Gymnasium and thus prepare himself for later study at a university. Because the first year at the Gymnasium is considered as a probationary period, children who have been sent there against the advice of their teachers are carefully watched and, if necessary, transferred to a curriculum better suited to their abilities. Only 18% of all school children attend a Gymnasium.

Once accepted at a *Gymnasium*, the pupil embarks on a state approved, carefully planned course of study which is so demanding that there are many drop-outs during the following nine years. A second careful screening takes place at the end of the sixth *Gymnasium* year (*Untersekunda*). The class is given an examination to determine who may complete the remaining three years or *Oberstufe* (consisting of *Obersekunda*, *Unterprima*, and *Oberprima*).

There are three main types of *Gymnasium*: (1) the classical-language school, which emphasizes Greek and Latin; (2) the modern-language school, which emphasizes Latin, English, and French; and (3) the mathematics and science school, which places primary emphasis on these two subjects of study. Religion is a required subject in all schools; it is taught for two hours a week during each of the nine years. Instruction is given separately for Catholics and Protestants. A child may be excused from religion only at the request of both parents (or of the child's guardian); in addition, if the child is twelve or older, he *must* also make the request. A religious service is often held at the beginning and at the end of the school year. Students are also given an opportunity, at least three times during the school year, to receive the sacraments.

A typical nine-year course of study, with some 220 days of instruction per year, includes the following (see table on next page).

Table I. For the Classical Language Gymnasium

	5	6	7	8	9	10	11	12	13	
Class	Sexta	Quinta	Quarta	Untertertia	Obertertia	Untersekunda	Obersekunda	Unter-Prima	Ober-Prima	TOTAL
Religion	2	2	2	2	2	2	2	2	2	18
German	5	5	4	3	3	3	4	4	4	35
History			2	2	2	2	2	2	2	14
Sociology						2	-	-	2	4
Latin	7	7	6	5	4	4	5	4	5	47
Greek				5	5	5	5	5	5	30
English			4	3	3	3	2	2	2	19
Math.	5	5	4	4	3	3	3	3	3	33
Physics					2	2	2	2	-	8
Chemistry						} 2	2	2	-	5
Biology	2	2	2	2	2		-	} 3	} 3	14
Geography	2	2	2	2	2	-	-			13
Poise	2	2	2	2	} 2	} 2	} 2	} 2	-	12
Music									-	4
Gym	2	2	2	2	2	2	2	2	2	18
Handwork	2	2	2	2	2					10
TOTAL	29	29	32	32	32	32	31	33	32	282

Table II. For the Modern Language Gymnasium

Class	5	6	7	8	9	10	11	12	13	Total
Religion	2	2	2	2	2	2	2	2	2	18
German	5	5	4	3	3	3	4	4	4	35
History			2	2	2	2	2	2	2	14
Sociology						2	-	-	2	4
Latin	7	7	6	5	4	4	4	4	5	45
French				5	5	5	4	4	4	27
English			4	3	3	3	4	3	4	24
Math.	5	5	4	4	3	3	3	3	3	33
Physics					2	2	2	2	-	8
Chemistry						2	2	2	-	5
Biology	2	2	2	2	2		-	3	3	14
Geography	2	2	2	2	2	-	-			13
Poise	2	2	2	2	2	2	2	2	2	12
Music	2	2	2							12
Gym	2	2	2	2	2	2	2	2	2	18
Handwork	2	2	2	2						8
TOTAL	29	29	32	32	32	32	31	33	32	282

In the modern language schools, English is usually begun during the first year at the *Gymnasium* (*Sexta*), Latin in the third year (Quarta), and French in the fifth year (Obertertia). As a supplement to classroom work, foreign language plays are produced to give the student an additional means of improving his knowledge of the language, the literature, and the country where the language is spoken.

The *Abitur*--the comprehensive final examination given at the end of the ninth year at a *Gymnasium*--serves both as an entrance examination to the university and as a prerequisite to many other careers. It is the final step in a long series of events. After several days of written and oral examinations in each of the required subjects, with emphasis on the student's chosen major field, the final decision is made. If the student fails, he can repeat the ninth year and attempt the *Abitur* again. A second failure cannot normally be made up. Except in most unusual circumstances, the student then has no choice but to change his original plans and embark on a program that does not require the same intensive preparation as the *Abitur*.

2. *The Mittelschule*

After four years at the *Volksschule* the pupil may choose, instead of the *Gymnasium*, the less demanding *Mittelschule*. This consists of a basic 6-year program (ages 10-16) leading to a level of general education that is prerequisite to training for the "average" professions such as administration, trade, commerce, and domestic economy.

The course of study at the *Mittelschule* differs radically from that of the corresponding years both at the *Volksschule* and at the *Gymnasium*. A number of subjects are compulsory for all students: German, religion, history (with sociology), geography, mathematics, natural science, art (drawing), and physical education. Beginning with the first year a foreign language must be taken; a second foreign language may be started in the third year, time permitting. Other electives include shorthand, manual training (for boys), and sewing, cooking, and home economics (for girls).

The six-year *Mittelschule* program culminates in an examination called the *Mittlere Reife*. Most students do not go on to higher education, although it is possible to enter special technical schools for three additional years. Approximately 10% of children in this age group attend the *Mittelschule*. Transfer into a *Gymnasium* is possible, but it usually results in the loss of a year and is therefore not common.

3. *The Berufsschule*

If a student does not transfer to a *Gymnasium* or *Mittelschule*, he remains at the *Volksschule* for the full eight-year program. At the end of this period he must prepare himself for a trade through three years of attendance at a *Berufsschule* (vocational school), or at a *Berufsfachschule* (specialized professional school) or a *Fachschule* (special school). Of these three years, two and a half are spent in practical "on-the-job" training as an apprentice, under the supervision of a master workman in the particular trade. During the remaining half year the pupil continues his on-the-job training for 32 hours a week, and 8 hours a week (either one full day or two half days) are spent in the classroom at the *Berufsschule*.

Before the pupil begins his on-the-job training, he and his parents must sign a *Lehrvertrag* (apprentice contract) with the master workman. This contract binds the pupil to spend a full three years with the same master. The first three months are a *Probezeit* (trial period). Even after this period, however, the apprentice can change his mind and choose another trade if he finds that the first one is not suited to his interests and abilities. In signing the contract the master workman agrees to provide the training needed and to watch over the character and health of the apprentice. The apprentice, in turn, agrees to apply himself to his work, to attend school regularly as required, and to keep a Werkstattswochenbuch (weekly journal of work at the shop). The master workman checks this book each week. For his share in the work, the apprentice receives an Erziehungsbeihilfe, i.e. a monthly sum to assist him financially during the training. This amounts to 75 DM during the first year, 85 DM during the second year, and 100 DM during the third year.

If, on completion of the Volksschule (at age 15), the pupil is uncertain of the type of trade for which he would like to prepare himself, there is in most cities a local Arbeitsamt (employment office) from which he can obtain aid and advice. There he can request Arbeitsberatung (counseling) which includes interviews, aptitude tests, and the like; and he can also receive information about various fields of work which he might best enter.

When a pupil enters the Berufsschule, he has already signed his Lehrvertrag and thus selected the type of work which he wishes to do and the master workman under whom he wishes to be trained. In the school he receives theoretical training which covers technical guidance, calculations, and design. More general courses include German, social sciences, and religion. Common classes are sometimes held for related occupations where the backgrounds needed are similar, and instruction is adjusted to the specific professional requirements.

For the apprentice, vocational training ends with an examination given by the pertinent industry, trade, or agricultural group. Each of these vocations has an examination committee made up of three master workmen (Meister) and two journeymen (Gesellen). The examination is not a function of the state but is rather a responsibility of the particular committee together with the Berufsschule. if the pupil completes the examination successfully, he is promoted to Geselle (journeyman)and receives an appropriate certificate.

4. Private and Parochial Schools

Private and parochial schools play only a minor role in the German educational system. They are relatively few in number, the majority of them being in the heavily Catholic areas of Germany--Bavaria and the Rhineland.

Independent schools are required by law to submit to the Ministry of Education of the state in which they are located, a plan of study and a statement of educational goals. In order to receive state approval they must satisfy the standards of study which the state sets for all schools. In the case of the independent Gymnasien, this requirement is reinforced by the fact that students at all schools must take the same final state examination (the Abitur).

Recently the German people voiced their objection to the fact that parochial schools are in part state supported on a per student basis. Though a majority concurred in this opinion, the situation has not been changed. Partial state support for Catholic parochial schools was guaranteed by a concordat signed with the Vatican in 1933, and both parties still recognize and accept this agreement.

5. The School Day and Year

Most secondary schools in Germany operate under a system of six half-days a week. Classes begin at 7:30 or 8:00 a.m. and continue until 12:15 or 12:45 p.m. This half-day consists of five 50-minute periods plus a 20-minute recess between the 2nd and 3rd periods and a 5 minute break between other periods. During the recess, often called the "second breakfast", students may eat Brötchen and other items which they have brought with them. In addition, various beverages (milk, chocolate, soft drinks) can usually be purchased at the school. All students are required to spend this recess outdoors, weather permitting. Supervision is very limited. Most teachers take advantage of the recess to meet in the faculty room, eat their own "second breakfast", and visit with their colleagues.

In the larger cities many parents who work a 5-day, 40-hour week, with Saturday off, have urged that the Saturday school sessions be abolished. Though this step has not yet been taken, some educators believe that it may come about in the near future.

The school year in all states except Bavaria begins after Easter. in Bavaria it begins during the first week in September. Though there are some educators who would like to see the Bavarian calendar introduced elsewhere, the other states have thus far refused to abandon the traditional school year.

The school year consists of 36 to 40 weeks, divided about as follows:

(1) Easter vacation, usually 10 to 14 days, after which the new school year begins, as mentioned above;

(2) Pentecost vacation, usually 5 days;

(3) Summer vacation, usually 5 to 6 weeks;

(4) Fall vacation, 10 to 15 days, optional depending on the type of community and the local need for extra workers at this time;

(5) Christmas vacation, 14 to 18 days;

(6) individual holidays, about 6, depending on the particular area (Ascension Day, Corpus Christi, All Saints' Day, Reformation Day, Day of Humiliation and Prayer, Founding Day of the Republic).

This gives an annual total of 220 to 238 days (actually half-days) of school, and 75 to 95 days of vacation. Stated in other terms, there are annually some 1150 classroom hours. This compares rather closely with the American average of some 1100 classroom hours per year.

Recently some changes have been made in the starting date of summer vacation. Instead of beginning everywhere at the same time, this now starts in northern Germany during the second or third week of July, and in southern Germany during the third or fourth week of July. The purpose of this change was to avoid having large numbers of families in both north and south begin their summer vacations on exactly the same date, thus over-burdening railroad, highway, and other facilities and simultaneously withdrawing a large part of the labor force from work.

6. Extracurricular Activities

Unlike his counterpart in America, the German student does not have much time for extracurricular activities. The Gymnasium student attends classes for 33 or more hours a week; in addition to this he has homework which requires 12 to 30 hours of his time each week.

Perhaps the most popular activity is participation in sports, such as swimming, soccer, basketball, volleyball, and gymnastics. Aside from sports, extracurricular activities also take the form of clubs (Arbeitsgemeinschaften). Although each club has a faculty sponsor, the students are the ones who decide which projects they wish to undertake. As in America, there are clubs for dramatics, art, science, music, and any other worthwhile activity in which students are interested.

The student councils at German schools are much like those in America. Each class chooses a representative, and the representatives meet with teachers to discuss school problems and to propose new ideas. In addition, they plan class trips and festivals. A special project undertaken by many councils is the support for one year of a family in East Germany.

7. General Services

1. Library. Extensive libraries like those to which Americans are accustomed do not seem to exist in German schools. There are teacher libraries containing reference works and materials for class preparation, and there are student libraries containing a small collection of books necessary for specific courses. Students have no time to use the library during school hours, but it is open after school for those who need it. Books can also be obtained from the public library. The state furnishes funds for school libraries, but in some instances students also contribute towards the purchase of new books.
2. Health Services. Schools are not expected to treat student illnesses. A drug supply and first aid materials are available in the school, but there is

no school nurse. A private physician is retained who may be called in emergencies. Little instruction is given in body care and disease prevention. Washrooms are modern, but a common towel is used. No drinking fountains are in evidence.

3. Student Counseling. Student counseling is not generally considered to be the responsibility of the school. No tests are given like those with which Americans are familiar, but advising facilities for vocational counseling are available through the Ministry of the Interior. All teachers are required to take a course in psychology as part of their training, and they can give advice and counsel where necessary. One teacher is designated as leader of a group of students for several years, and it is his responsibility to become acquainted with his students and to file reports on their individual progress toward maturity and social adjustment. Student files are available as a basis for advisory assistance to the students.

4. Audio-Visual Aids. Extensive use is made of audio-visual aids. There are no audio-visual directors as such, but each department cares for its own particular materials. Science laboratories are well equipped, map supplies are good. Record players, film strips and slide projectors are available and used to good advantage. Excellent use was made of models and drawings in the Berufsschule. We were particularly impressed by the use of the blackboard. While blackboard space is small compared to that available in the United States, the board work was well done with orderly outlines and judicious use of colored chalk to point up relevant materials. Glass cases in the halls displayed student work or science and industrial materials.

8. School Buildings

We visited three schools in Göppingen, two Gymnasien and a Berufsschule. In these three schools we saw the contrast between old and new clearly illustrated. The Hohenstaufen-Gymnasium, a school for boys, is an excellent example of a new school in Germany today. Built within the past five years, it boasts the most modern architecture, design, and structural materials, as well as equipment and facilities, which go to make an efficient school. The building is of concrete and glass, and its clean rectangular lines are impressive. As in many of the newer schools, classrooms are in a wing of three stories, with the rooms leading off only one side of a corridor and the other side of the corridor consisting of windows. Gymnasium, science laboratories, and arts and crafts rooms are in another wing. Regular classrooms are large, light, and airy, equipped with table-type desks for two, with movable chairs. Most of us were impressed with the chalk board, which was folded so that the teacher could write on both sides and which could be raised and lowered at will. The disadvantage of this arrangement is that it provides little board space at any one time; board work for large numbers of students is thus not possible. The laboratories and gymnasiums were well equipped. None of the schools we visited had a foreign language laboratory, even the new building, though the director told us that there were recorders available for foreign language teachers. Both of the Gymnasien were justly proud of their music rooms with Steinway grand pianos and high-fidelity equipment.

The Mörike-Gymnasium for girls is a 60-year-old building which was originally planned for many fewer students than now attend it. In showing us the building, the director pointed out that areas which had formerly been attic storerooms were now being used as classrooms; this had made supplementary heating necessary, since the central heating system was not adequate. In spite of its age the Mörike-Gymnasium is in good repair and is kept up in an exemplary manner. Recently, entirely new biology, physics, and chemistry laboratories have been installed. Automatic window blinds to darken the rooms for showing moving pictures or slides are a feature of the new chemistry laboratory. The home-making laboratory contains an electric and a gas stove, sinks, work tables, and an electric refrigerator. The sewing rooms have only treadle type sewing machines. The director pointed out that the gymnasium facilities for the students were far from adequate, with poor dressing rooms and no shower facilities. Both the Hohenstaufen and Mörike Gymnasien had adequate covered and open play areas.

The Göppingen Gewerbe-Berufsschule was interesting in that the four-story structure originally was built as a factory at the end of the last century. It was later converted to a school, and as enrollment increased, two sections were added, the latest one dating from 1957. Classrooms for lectures and discussions are not appreciably different from those at the Gymnasien. Since this is a vocational school, however, it has workshops with all the latest equipment to prepare students for their chosen vocations. Particularly impressive are the blacksmith shop, the metal shop, the automobile repair shop, and the cooking and baking room. The only section of the school in which we saw girls was the hairdressing school. This is well provided with all the equipment of an established beauty salon.

Things we did not see in our tours of these schools were auditoriums, well-equipped libraries and reading rooms, and individual lockers for students. (Parts of some classrooms served as cloakrooms). Another thing which we missed, but which is unnecessary in these schools because of the class hours, was the lunchroom or cafeteria. We were impressed with the cleanliness, orderliness, and good repair in which the buildings were maintained.

9. School finances

The financing of German schools has undergone a complete reorganization since the recent political change in government. Some old laws still prevail, but they have been amended to fit the present day picture of school finance. The required funds for education beyond the elementary level (Mittel-, Berufs-, and höhere Schulen) and the funds for general educational expenses are derived in the main from real estate and general property taxes. They do not come from a special school tax but rather from the general tax monies of the particular state. In the city-states of Bremen and Hamburg, the city and the state are a single entity. Elsewhere the schools belong to divisions of the state such as the Kreis and the Gemeinde. Support from these general funds is also given to private schools provided they have received state approval.

The overall development of the school finance program strives for a reimbursement from the state for basic educational costs; further financial support is given for expenses beyond the basic needs. The small communities are responsible for the costs of basic elementary schools. In some states (Bavaria and Hessia) the state has taken over all school finances. In other states the costs are divided on a percentage basis: the state pays approximately 75% and the community pays approximately 25%. In Baden-Württemberg the local community pays some 30% of total school expenses.

Building costs are also divided on a percentage basis. In a school of seven teacher positions the state usually pays one-third of the cost of the building. The state also contributes almost 50% of equipment costs. In the past, vocational schools were subsidized by industry with additional assistance from the government; the tendency today is for the government to take over most of the financial obligations of such schools. While there is still some support from business and industry, the cost is largely borne by the state. Private vocational schools must provide their own financing.

In the Gymnasien, much the same conditions prevail: the state is assuming more and more of the costs of operations. It must be kept in mind that all teachers are employed by the state. Any change in position from city to city is subsidized, even to the extent of providing moving expenses. Sometimes a community will provide a building for school purposes. By and large, the Gymnasien receive approximately three-fifths of their financial support from the state.

School costs are figured on a yearly basis. A detailed budget must be prepared and submitted to the finance minister of the state; payment is made from the state treasury. The per capita cost of education, as determined in a study made in 1952, was a follows:

Volksschulen	279 DM
Mittelschulen	589 DM
Gymnasien	2412 DM

It should be kept in mind that in most instances only about 15% of boys and girls attend the Gymnasien. The increase in per capita cost is quite similar to that in other countries.

In a brief discussion of finance it is quite impossible to cover adequately the many ramifications of a complex school system. If one can generalize, it might be said that the states are paying more and more of the costs for all education. Tuition (Schulgeld) is a thing of the past.

10. Teacher Education

In considering the topic of teacher education, we must again bear in mind the great difference between the American and the German school systems, especially at the secondary school level: in America, a single school for all--the high school; in Germany, a sharp separation between two types of schools--the Gymnasium on one hand, and the Berufsschule on the other. The differences between these two types of schools in Germany lead naturally to equally sharp differences in types of teacher education.

To qualify as a Gymnasium teacher, the candidate must himself be educated in a Gymnasium and successfully complete the Abitur or Reifeprüfung (maturity examination). He then attends a university for at least eight semesters, where he takes two or three major subjects (those which he expects to teach) as well as philosophy and pedagogy or psychology (called together the Philosophikum) plus, in some states, political science. During vacations he spends one four-week period as observer and practice teacher in an elementary school, and another four-week period in a Gymnasium. He then writes a fairly long academic essay (wissenschaftliche Abhandlung) in one of his major fields. This is followed by the first state examination (wissenschaftliche Prüfung) in all his major subjects and in the Philosophikum. If he wishes, he may continue for two more semesters, write a dissertation, pass a doctoral examination, and earn the degree of doctor of philosophy--as many Gymnasium teachers do. After passing the first state examination the candidate receives the title of Studienreferendar and attends a teacher's seminar for two years. During the first year he studies pedagogy, psychology, methods, and school law, and he has eight hours a week of practice teaching. During the second year he concentrates more heavily on practice teaching, under the supervision of experienced teachers, for as much as fourteen hours a week in his major subjects and at all levels (lower, middle, upper) of the Gymnasium. He then takes the second state examination (the pädagogische Prüfung), receives the title of Studienassessor, and becomes a licensed Gymnasium teacher. After five years of successful teaching he becomes a Studienrat, a title which brings him respect in the community, a good salary, and tenure.

All this requires ability and intensive study. As a Gymnasium graduate, the candidate was in the top 12% of the German youth, academically speaking. In his studies at the Gymasium he had to be knowledge-oriented rather than grade-oriented, since he knew that otherwise he would not be able to pass the high requirements of the Abitur, covering all the main subjects of the Gymnasium. The university studies were likewise concluded by the extensive state examination, covering the two or three majors and the Philosophikum. This examination is both written and oral; it lasts for more than 20 hours if two majors have been taken, and for more than 30 hours if three majors have been taken. For example, if the candidate offers both English and French as foreign languages, he is expected to speak English and French fluently, to know the development and structure of the language (Old and Middle English, Old French), and to be well-read in the literature, especially that of the modern period. He is also expected to spend at least three months in the country where the language is spoken.

The education of a vocational school teacher is in some respects similar to and in some respects quite different from that of a Gymnasium teacher. If the candidate wishes to become a teacher in a trade or technical school (Gewerbschule) and to teach mechanical engineering, electrical engineering, architecture, or building trades, or if he wishes to become a teacher in a school of commerce (Handelsschule, Kaufmännische Berufsfachschule, or Wirtschaftsschule), he must: obtain the Abitur; practice for two years in the trade or in commerce; study for eight semesters at an institute of technology (Technische Hochschule), completing it with a state examination; study (as Studienreferendar) pedagogy and do practice teaching for eighteen months at an institute for vocational education (Berufspädagogisches Institut); and then take the second state examination and become a licensed teacher with the title of Studienassessor.

For the prospective teacher of home economics or agriculture, the requirements are lighter. It is enough if he has passed a Mittlere Reife examination (after completion of a Mittleschule or the first six years of a Gymnasium) or a trade school examination (Fachschulreife). After this the prospective teacher of agriculture must: have three years of practical experience in agriculture; study agriculture for five semesters; take the entrance examination for an institute of vocational education; study there for four semesters and complete the state examination; and then do practice teaching for one year in order to become a licensed teacher. The prospective teacher of home economics must: be trained in home economics for four years; take the entrance examination for an institute of vocational education; study there for four semesters; pass the state examination; and then do one year of practice teaching. Because of the lower requirements, the status of the home economics and agricultural teachers is also lower. They are not considered to be civil servants (Beamte) like other teachers, but only as employees.

Engineers with a university education (Diplomingenieure) can also become teachers at a technical or trade school after they have had pedagogical training and practice teaching for two years at an institute of vocational education. They are strongly encouraged to choose a career in teaching and thus help alleviate the current shortage of teachers in this area. Because of this shortage, mechanical and electrical engineers with only a trade or technical school education (Fachschulingenieure) can also become trade or technical school teachers after two years of vocational practice and completion of two years at an institute of vocational education.

Even though, as this brief review has shown, German teachers receive many different types of education, they are well trained for the subject matter, level, and type of school in which they plan to teach. During our visits to many different types of schools in several different localities (Berlin, Württemberg, Bavaria) we found that, almost without exception, the teachers were well-prepared in their subject matter and knew how to present it effectively.

11. Teacher Placement

Teacher placement in Germany differs greatly from that in the United States. This difference appears most clearly in the fact that the teacher in Germany is an official appointed by the state. As a result, placement is based essentially on the needs of the entire state. Though the teacher may indicate a personal preference, he will be placed where his services are most needed.

There are four main stages through which the teacher may advance during the course of his career. The first three are as previously described--Studienreferendar, Studienassessor, and Studienrat. The fourth, and for most teachers, the final stage is that of *Oberstudienrat*, attained after further years of successful teaching. Some then go on to a fifth stage, that of *Oberstudiendirektor*, roughly comparable to the position of principal at an American high school. Unlike his American counterpart, however, the *Oberstudiendirektor* continues to teach six to twelve hours per week.

The following table indicates typical teaching loads and class sizes:

Gymnasium

Younger *Studienräte*	25 hours per week
Older *Studienräte* and *Oberstudienräte*	20-22 hours per week
Oberstudienräte	6-12 hours per week

Mittelschule

Up to 50 years of age	28 hours per week
Up to 60 years of age	26 hours per week
Up to 65 years of age	24 hours per week

With very few exceptions, the teacher instructs in the fields in which he specialized at the university. According to our estimates made during school visits, the average class consists of about 25 pupils.

12. *Teacher Salaries*

Because the teachers in Germany are government employees, they are paid according to a salary schedule set by the state in which they teach. Each state has a slightly different salary schedule, but in general the differences are slight. All of the information given about teacher salaries in this report pertains to those teachers employed in Baden-Württemberg.

At the present time the wages of the laborer, both skilled and unskilled, are increasing at a faster rate than are the salaries of teachers. In the past the high respect accorded the teacher has derived partly from his relatively high earnings. It will be interesting to see what changes in attitude will take place as this gap narrows. It appears that the German secondary teacher still has a social prestige higher than that of his American counterpart.

In figuring a teacher's salary, three tables must be used. Table Number One shows the base salary for the different levels of jobs at the various years of experience. A teacher receives no increase in salary for additional schooling, but is paid rather on the basis of the position he holds. After the 26th year of teaching the salary is no longer increased. In practice, however, a teacher has usually stepped up into several higher job levels before his 26 years are up. Years of military service as well as years spent in prison camps are accredited in most cases. Table Number Two adds benefits for dependents and cost of living. The area where a teacher lives is designated by an Area Code. "S" designates an area of high living costs, "A" an area of average living costs, and "B" an area of low living costs. Table Number Three shows additional supplements given according to the age of the teacher's children. In general, the older the child, the higher the supplement, unless the child is self-supporting. In figuring a teacher's salary, the appropriate figures from each of the three tables should be added together. The schedule is the same for men and women

Key to the salary groups in Table One:

Salary Group 9 - Certain technical teachers in Berufsschulen, Berufsfachschulen, and Fachschulen. These are usually skilled workers who do not have the necessary academic preparation to be qualified teachers.

Salary Group 9a - Same as group 9 except for special cases that have been approved by the *Finanzministerium*.

Salary Group 10 - *Hauptlehrerinnen* at *Berufsschulen*.

Hauptlehrerinnen for home economics, handicrafts and gymnastics.

Technische Lehrer at engineering schools and advanced level *Fachschulen*.

Salary Group 10a - Regular *Gymnasium* teachers.

Hilfsschullehrer.

Mittelschule teachers (who have passed a *Zusatzprüfung*).

Oberlehrerinnen at *Berufsschulen*.

Oberlehrerinnen for home economics, handicrafts and gymnastics.

Technische Oberlehrer at *Berufsschulen*, *Berufsfachschulen* and *Fachschulen*.

Technische Oberlehrer at government academies of fine arts, engineering schools and advanced level *Fachschulen*.

Salary Group 11 - Educational Counselors.

Fachoberlehrer at engineering schools, advanced level *Fachschulen*, and government academies of fine arts.

Oberlehrer in *Gymnasien*.

Certain *Handelslehrer*.

Hilfsschuloberlehrer.

Mittelschuloberlehrer (who have a *Zusatzprüfung*).

Salary Group 11a - Assistant principals of smaller secondary schools.
Principals of smaller *Hilfsschulen*.
Principals of smaller *Mittelschulen*.
Salary Group 12 - Directors of smaller secondary schools.
Principals of larger secondary schools.
Salary Group 13 - Directors.
Dozenten.
Salary Groups 14 and higher - Directors of large secondary schools plus higher officials in the secondary school system and government officials connected with secondary education.

Pensions: Upon submission of a special request, a teacher may be pensioned at age 62; otherwise he is automatically pensioned at the age of 65. His retirement pay is 75% of his highest pay during his teaching career. Payments toward retirement are *not* withheld from the teacher's pay.

Health Insurance: A teacher is not required to participate in a hospitalization plan, but he may, of course, join any plan or purchase insurance on an individual basis.

Sick Leave: In case of illness, full salary is continued for a reasonable length of time. If the teacher is unable to return to work and has attained the position of *Studienrat*, arrangements are made for him to receive a pension.

Because of the lack of a common basis of comparison, it is difficult to ascertain whether the German secondary teacher receives more or less pay than his American counterpart. The German receives more take-home pay than one would think at first glance, because no retirement deductions are taken out of his paycheck. If one dared to generalize, it would seem that perhaps the German teacher is able to get a bit more of living out of his pay than the American teacher.

TABLE ONE (Page 1) - Base Salary Scale (DM per month)

Salary Group	Year of Service					
	1/2	3/4	5/6	7/8	9/10	11/12
9	548.77	574.50	600.23	625.96	651.69	677.42
9a	565.97	595.36	624.75	654.14	683.53	712.92
10	614.92	650.44	685.96	721.48	757.00	792.52
10a	646.77	684.74	722.71	760.68	798.65	836.62
11	757.01	794.98	832.95	870.92	908.89	946.86
11a	818.26	856.23	894.20	932.17	970.14	1008.11
12	820.71	863.59	906.47	949.35	992.23	1035.11
13	900.32	943.20	986.08	1028.96	1071.84	1114.73
13a	927.33	975.10	1022.87	1076.64	1118.41	1166.18
13b	948.11	1000.78	1053.45	1106.12	1157.79	1211.46
14	988.54	1042.44	1096.34	1150.24	1204.14	1258.04
14a	993.42	1050.99	1108.56	1166.13	1223.70	1281.27
15	1119.59	1178,39	1237.19	1295.99	1354.79	1413.59
15a	1224.94	1286.19	1347.44	1408.69	1469.94	1531.19
16	1287.43	1357.25	1427.07	1496.89	1566.71	1636.53
H1	988.54	1042.44	1096.44	1150.24	1204.14	1258.04
H2	1224.94	1286.19	1347.44	1408.69	1469!95	1531.19
H3	1476.05	1549.55	1623.05	1696.55	1770.05	1843.55

TABLE ONE (Continued)

13/14	15/16	17/18	19/20	21/22	23/24	25/26
703.15	728.88	754.61	780.34	806.07	831.80	857.53
742.31	771.70	801.09	830.48	859!87	889.26	918.65
828.04	863.56	899.08	934.60	970.12	1005.64	1041.16
874.59	912.56	950.53	988.50	1026.47	1064.44	1102.41
984.83	1022.80	1060.77	1098.74	1136.71	1174.68	1212.65
1046.08	1084.05	1122.02	1159.99	1197.96	1235.93	1273.90
1077.99	1120.87	1163.75	1206.63	1249.51	1292.39	1335.27
1157.60	1200.48	1243.36	1286.24	1329.12	1372.00	1414.18
1213.95	1261.72	1309.49	1357.26	1405.03	1452.80	1500.57
1264.13	1316.80	1369.47	1422.14	1474.81	1527.48	1580.15
1311.94	1365.84	1419.74	1473.64	1527.54	1581.44	1635.34
1338.84	1396.41	1453.98	1511.55	1569.12	1626.69	1684.26
1472.39	1531.19	1589.99	1648.79	1707.59	1766.39	1825.19
1592.44	1653.69	1714.94	1776.19	1837.44	1898.69	1959.94
1706.35	1776.17	1845.99	1915.81	1985.63	2055.45	2125.27
1311.94	1365.84	1419.74	1473.64	1527.54	1581.44	1635.34
1592.44	1653.69	1714.94	1776.19	1837.44	1898.69	1959.94
1917.05	1990.55	2064.05	2137.55	2211.05	2284.55	2358.05

TABLE TWO - Dependent and Cost of Living Supplement
(DM per month)

Salary Group	Area Code	Single Teacher	Married No Children	Married 1 Child	Married 2 Chldrn	Married 3 Chldrn	Married 4 Chldrn	Married 5 Chldrn
9-10	S	119	157	178	205	232	259	286
	A	99	133	155	178	203	228	253
	B	79	109	127	149	171	193	215
10a-14	S	146	192	213	240	267	294	321
	A	123	163	183	208	233	258	283
	B	100	134	152	174	196	218	240
14a-16 H1-H3	S	180	234	255	282	309	336	363
	A	151	199	219	244	269	294	319
	B	122	164	182	204	226	248	270

(For teachers having more than 5 children, the additional supplement is: in area S, 35 DM per child; 33 DM per child; and area B, 29 DM per child.)

TABLE THREE - Age-of-Children Supplement
(DM per child per month)

Up to seventh birthday - - - - - - - -30
Up to fifteenth birthday - - - - - - -35
Up to twenty-fifth birthday- - - - -40

13. Parent-Teacher Relationships

The German school system provides the parents with various opportunities to discuss problems with the teachers and/or to become better acquainted with the faculty. The director of a *Gymnasium*, for example, has one hour set aside daily for conferences with parents. In addition, each teacher in a *Gymnasium* sets aside one hour a week for conferences, called *Elternsprechstunde*.

Schools have an *Allgemeine Elterngesprächsstunde* twice a year. This is time set aside for all parents to visit the school and talk with the teachers. A complaint made about this program was that those parents who most needed to participate, i.e., those whose children were having the most difficulties, were usually the parents who failed to attend. This problem is, of course, found in other countries as well.

Another phase of parent-teacher relationships is the *Elternbeirat*. This is a committee of parents delegated to represent the entire parent group whenever problems or complaints arise. This committee may also help in planning *Ausflüge* (school excursions) or similar activities.

Many of the schools issue orientation booklets to each new student. These booklets must be read and then signed by the parents. This helps the parents understand what is expected of the children, and to realize their responsibility in helping the school achieve its goals.

Parent-teacher programs vary among different schools. Nevertheless, our general observation was that the German school system has done a great deal to create a healthy atmosphere between parents and teachers.

14. The Berlin School System

Because the Berlin School System differs in a number of ways from the systems in West Germany, it warrants description in a special section of this report. The total educational system of Berlin includes the following: the Kindergarten; the Berlin school proper (including Berufsschulen and Berufsfachschulen); the higher technical schools of engineering and institutes of equal rank; the Berlin-Kolleg; and institutions of university level.

Children attend the Grundschule for six years and then enter one of the three branches of the secondary stage:

1. Praktische Schule. Grades 7, 8, 9 plus an optional 10th year according to the wishes of the student or parent.
2. Technische Schule. Grades 7-10, leading to the Fachkolleg.
3. Wissenschaftliche Schule. Grades 7-13, leading to the university.

The percentages of children attending the three branches are approximately as followsÖ

50% -- Praktische Schule
30% -- Technische Schule
20% -- Wissenschaftliche Schule

In the Wissenschaftliche Schule, approximately 45% (9% of the total age group) pass the Abitur which qualifies them for entrance into a university.

Kindergarten. This is not to be confused with the ordinary Kindergarten, where the children are cared for when they are not yet in school. It is intended primarily for those children who have reached the end of their sixth year, but who, for various reasons (physical or mental), have not yet entered the Grundschule.

Grundschule. It is in the Grundschule that we first notice a marked difference between the Berlin and West German school systems. Contrary to the practice in West Germany, all Berlin children attend the Grundschule for a total of six years. During the first four years all pupils take the same subjects. A division of subjects begins with the 5th year, at which time the pupil must being the study of a foreign language, and choose either English, French, Russian or Latin. This introduction of compulsory instruction in a foreign language is found only in the Berlin school system. After completion of the 6th grade, pupils enter the higher branches which they have chosen. There is in Berlin no branch corresponding to the Mittelschule of West Germany.

Secondary Schools. Pupils who have successfully completed the 6th grade of the Grundschule advance directly to one of the three branches of the secondary schools. Entrance examinations like those in most of West Germany are not required. The choice of the secondary school branch is made by parents (with consideration also given to the wishes of the child) after consultation with the elementary school administration. The pupil is "on trial" for a period of six months. If this period shows that the wrong choice has been made, the child must transfer to another branch. In order to make such transfers feasible, the curricula of the three branches are kept fairly similar during the 7th and 8th grades. Late developers can transfer not only from the 8th grade of the practical branch into the 9th grade of the technical branch, but also into the 9th grade of the academic branch.

Functions of the three secondary school branches:

(1) Practical branch. Here the pupils are prepared mainly for apprenticeships in the crafts and trades.

(2) Technical branch. The purpose here is to channel the pupils (after four years) into the engineering schools and into intermediate posts in administration, commerce, and social services. A planned future goal of this branch is to qualify pupils to attend the high technical schools.

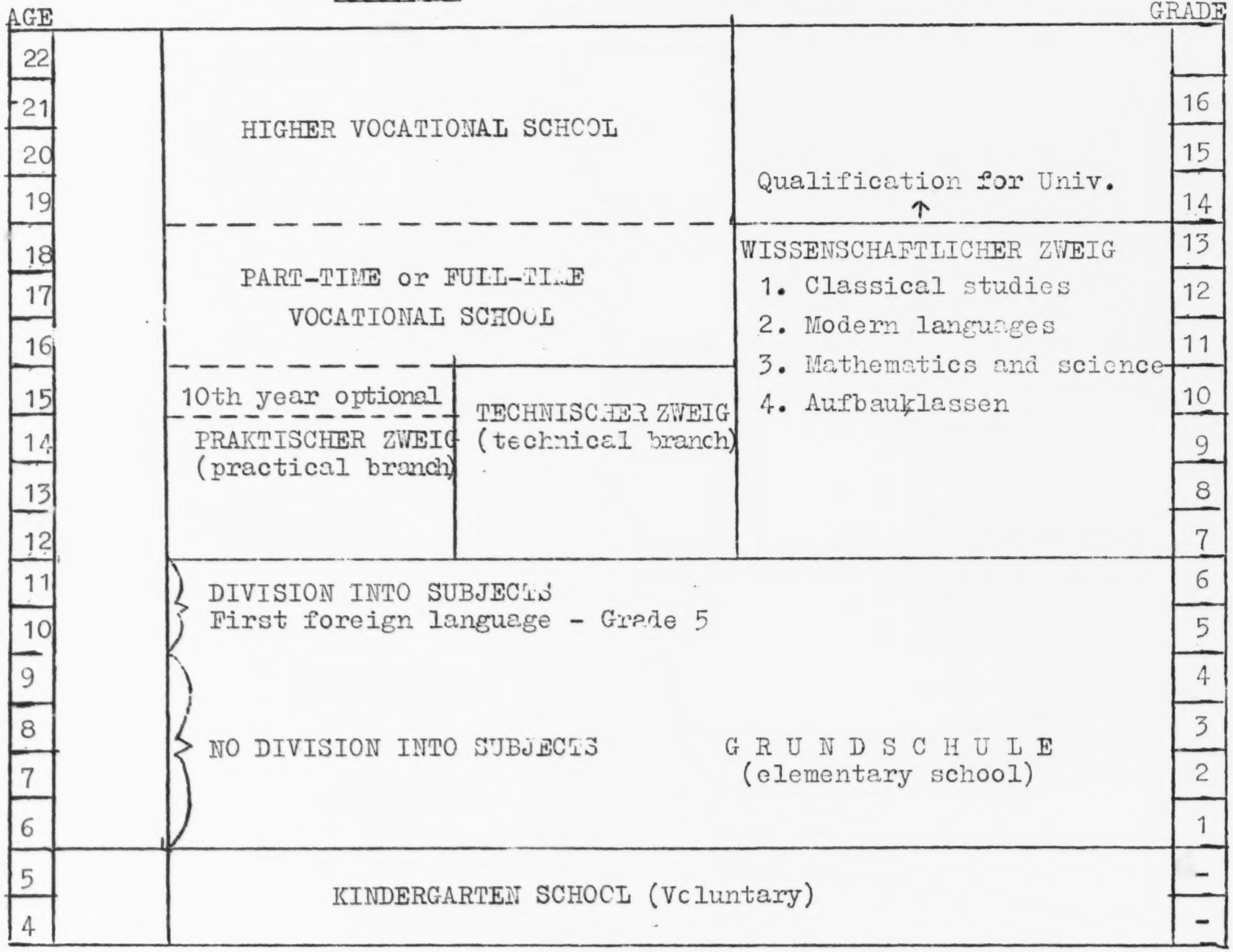
(3) Academic branch.. This is the branch which prepares pupils for entrance into the university. However, it is also possible to enter the university from the technical and practical branches by making use of certain facilities provided in the system.

German-American Community School. Berlin has an elementary school, still in the pilot stage, consisting half of German and half of American pupils. Both languages are used as the medium of instruction.

Co-education. Co-education is the norm rather than the exception in Berlin, in contrast to West Germany. It begins in the Grundschule and continues throughout the entire system. To meet the desires of parents who object in principle to co-education, separate classes may be established at the secondary level.

Teacher training. There are four types of teacher training in Berlin: (1) for the teacher with one special subject; (2) for the teacher with two special subjects; (3) for the academic teacher; and (4) for the commercial and crafts teacher. (See Table IV on next page)

TABLE IV - The Berlin School System


AGE
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GRADE
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HIGHER VOCATIONAL SCHOOL
PART-TIME or FULL-TIME VOCATIONAL SCHOOL
10th year optional
PRAKTISCHER ZWEIG (practical branch)
TECHNISCHER ZWEIG (technical branch)
Qualification for Univ.
WISSENSCHAFTLICHER ZWEIG
1. Classical studies
2. Modern languages
3. Mathematics and science
4. Aufbauklassen
DIVISION INTO SUBJECTS
First foreign language - Grade 5
NO DIVISION INTO SUBJECTS
GRUNDSCHULE (elementary school)
KINDERGARTEN SCHOOL (Voluntary)

15. Trends in the German School

It has been said that education can be viewed as a pendulum, ever swinging to and fro. It is fascinating to contrast the present American beat, "today lenient, tomorrow strict," with the modern German rhythm, "yesterday strict, today lenient." The post-war German trend is clearly one of greater freedom, more individuality, and less regimentation. Hitler's senseless waste of the German youth instilled in the Germans a fear of centralized education which will prevail for years to come. Today one finds no talk of uniform educational requirements and practices, nor any expression of a desire for them.

In Gemeinschaftskunde (social studies) there is increasing stress on tolerance, understanding, and universal love for all peoples. The German of today is striving through guidance and counseling in the school to teach understanding and brotherhood, both at home and abroad. This trend is reflected in group studies, in school tours, and in charitable projects. It is evident in wall placards and in school texts. Consider, for example, the following passages inserted in a text under the heading "Zum Nachdenken" (approximately: Food for Thought):

> "1. 16,000,000 Jews and other people were destroyed through Hitler and his fanatical followers."
>
> "2. For 100 to 200 years the slave trade was a profitable business. In America the Negroes were sold like cattle on the open market. As a result of the American Civil War, the slaves were freed. We must still free the slaves in Africa."

One might conclude that a reconstructed Germany is veering sharply from strict discipline in the school towards a more tolerant, lively, animated classroom in which greater individualism and love of one's fellow man will ultimately develop. The instructors have not only the courage to recognize past mistakes, but also the foresight to propose remedies for the future. Such attitudes have produced, and will continue to produce, an educational system quite different from that of past decades.

16. Conclusion: A Comparison with the American High School.

From our report it can be seen that German secondary schools differ in many ways from the American High School: in the more ambitious goals and higher selectivity of the Gymnasium; in the more modest goals of the Mittelschule and Berufsschule; in the importance of private and parochial schools; in the school day and year; in the role assigned to extra-curricular activities; in the provision of such facilities as libraries, health services, and student counseling; in buildings and equipment; in school finances; in the education and placement of teachers; in their salaries and work loads; in parent-teacher relationships; and in general trends.

Criticism of American secondary schools frequently includes the remark that German secondary education is superior, and the high quality of the German Gymnasium is cited as a case in point. Yet--as we hope our report has shown--such a comparison is not legitimate. The quality of the German Gymnasium is indeed admirably high; but it educates less than one-fifth of the total school population, and it has the function of turning them into the intellectual elite of the nation. The American High School, on the other hand, educates--in effect--the entire population; it is at once Gymnasium, Mittelschule, Berufsschule, and advanced Volksschule. If there are superior features of the German Gymnasium which can be introduced into the American High

School without changing its basic nature of "school for all the people," then we should strive to introduce them. But if acceptance of these features would turn part of the high school into a Gymnasium, we should not introduce them until we have first asked and answered a number of fundamental questions. Do we want a separation of pupils, as early as the 5th grade, into a small percentage that will go on to higher education and a large percentage that will not? Educational values are certainly gained for the small percentage thus separated; but are other values--personal and civic--perhaps lost through this separation, and lost for both groups? If the American High School loses certain educational values through its refusal to segregate a chosen few for advanced training, are these values not perhaps regained through that unique educational institution, the American college?

In our report we have not attempted to answer questions such as these. We have instead tried to provide the description of German schools, which must first be made clear before such questions can even be asked.

IV. Familie und Beruf

Germans at Home and at Work

German Referant: Frau Vikarin Christa Springe

Faculty Adviser: Miss Gisela Luther

Participants:

Allen, James M.
Gordon, Fannetta N. (Mrs.)
Greninger, Gordon H.
Gunderson, Robert C.
Hollinger, Lelia P. (Mrs.)
Jones, Crystal A. (Mrs.)
Joseph, Charles
Loewenstein, Arthur H.
McAuley, John
Melvey, Gordon L.
Mortimer, Vivian (Mrs.)
Olson, Deanna R.
Schiller, Wilbert K.
Schmeling, John P.
Smith, Lenore F.
Zemelis, Gertrude G. (Mrs.)

A. Organization. The group visited industries, administrative offices, and families for interviews. The necessary contacts had been established by Frau Springe before the group arrived at Bad Boll.

The following places were visited:

1. City Hall of Boll
2. Württembergische Metallwarenfabrik (a metalware factory) at Geislingen.
3. A cabinetmaker's shop in Boll.
4. A farm in Bad Boll.
5. Four families in Boll.
6. A young people's home in Göppingen.
7. A home for the aged in Nürtingen-Oberensingen.
8. The county hospital in Göppingen.

B. Aims. The purpose of our area study was to acquaint ourselves with the conditions under which German men and women work, and how their work is related to the life of the individual and the family. It was to show us the changes in the structure of the German family and how they are closely related to current developments in the German economy.

The following report is an attempt to describe our observations.

C. Reports on the Interviews.

1. Visit to the Rathaus in Boll: Interview with the mayor, Mr. Böttle.
   Purpose: To obtain statistical data on Boll, to learn about the administration of a small town, and to find out how the people of Boll live and work.

Boll is a small community of approximately 3,500 people, one of 60, in the Kreis (county) Göppingen, Württemberg. It is situated about 40 km southeast of Stuttgart. Under the administration of Boll is Bad Boll, the site of a well-known spa which was founded in 1595 when mineral springs were discovered as the result of extensive diggings in search of salt. Included in the population of Boll are over 1,000 refugees and 100 workers from other countries.

The community of Boll is governed by a mayor and a city council. In a small town such as this, national political parties have practically no influence on local affairs. There are, from time to time, groups of voters, such as workers, church members, or farmers, who form a temporary political alliance to achieve a common purpose. Through this democratic system, the mayor is elected first for an eight-year term and can be elected to a twelve-year second term. The present mayor, Mr. Böttle, finished Mittelschule (for definitions of education terminology see report on secondary schools) at sixteen in Göppingen, worked in lesser administrative positions in civic offices, including Boll. When the previous mayor retired, Mr. Böttle counted on his experience and training to win his election. The town council (Gemeinderat)is composed of 12 male citizens. Women could be elected into it but never have been so far. The mayor is president of the council and has a vote. The principal tasks of the council are the administration of the schools, community zoning and building, street repair and construction, water supply, water drainage, and community finances. The twelve councillors convene once every two weeks and more often in urgent cases. The citizens of Boll may submit their suggestions and requests to the council at any time. Once a year, a public session is held with the townspeople. Other administrative personnel of Boll, beside the mayor, include a tax expert, a police registrar, one official in charge of the administration of the state health insurance and social security, charity work, aid to refugees, etc. The town pays a salary to a nurse who takes care of emergencies and pays regular visits to the sick. All citizens are entitled to this service without charge.

Boll does not have its own newspaper. An official mimeographed bulletin comes out at regular intervals.

The mayor has liberal office hours so that every citizen may be able to see him.

The town hall is a very modern building erected only nine years ago.

Financial aspects of the town administration. Boll has an autonomous administration but, not unlike municipal governments in the United States, relies heavily on the _Land_ (State) Württemberg for financial support. For instance, the _Land_ which, in turn, is independent from the Federal Government in matters concerning education, will absorb approximately 50 to 60% of the cost of erecting a new school, and in so doing will assume a certain degree of control and supervision over the project. The federal government gives financial aid for other projects such as the construction of roads.

The annual budget of Boll amounts to approximately DM 900,000. Most of this is ear-marked for current expenses; only approximately DM 200,000 is available for special projects.

The town's tax income is from the following sources:

a. DM 700,000 from real estate
b. DM 200,000 from business
c. DM 4,000 from miscellaneous sources, such as a tax on the possession of dogs.
d. DM 9,000 for the maintenance of a volunteer fire department, collected from non-members of the department.

Subsidies from the Land amount to DM 300,000. Another source of income are the forests owned by Boll. They cover an area of approximately 250 Hektar (one Hektar equals approximately 2.5 acres), which are tended by a forester and his assitants.

Boll is not a wealthy community because the tax income from industrial sources is comparatively low. Approximately 900 of the Boll residents work in nearby Göppingen. Of those employed right in Boll, approximately 350 work in four small factories, 20 in two contracting firms, 20 in two cabinet-making shops, 10 for two plumbers and electricians, 20 in various shops (butcher, baker, etc.), 350 in other occupations, including farming, at the conference center of the Protestant Church (Evangelische Akademie), and at the spa.

A cross section of occupations reveals the following average monthly incomes:

mason	DM 650.--
office worker	DM 900.--
teacher	DM1200.--
mayor	DM1600.--
a farmer with 20 Hektar of land	DM1600.-- to 1800.--.

Housing. Even in 1963, eighteen years after the war, there is a need for more housing in Boll, a fact which is easily explained by the sharp increase in population described above. Boll has approximately 1000 households in 600 houses. An apartment consisting of two rooms, kitchen, and bath rents for approximately DM 200 a month. A one-family dwelling consisting of four rooms, kitchen, and one bath costs DM 120,000 to 130,000, including the lot (DM 30.-- to DM 40.-- per square meter). Rents in older houses are fixed by law and average DM 70.-- a month.

All homes have running water and are connected with the sewage system. Every family has a radio, many a television set. Refrigerators and electric washers are becoming more and more common in rural households. The newly built dwellings have central heating; in the older ones, individual coal or oil stoves are used.

Farming. We were told that the Boll farmers, as most German farmers, are not specialized but rather diversified farmers. They market some of their crops, but a large part goes for their own subsistence. Vegetables, potatoes, wheat, barley, oats, fruit, and fodder are the main crops. Chickens and cattle are to be found on most farms. Work horses are still to be seen in the fields, but most farmers own or share a tractor. Cows or oxen are now seldom seen pulling wagons or plows. The larger, more expensive pieces of machinery (combine etc.) are shared by several families or can be rented. Farms are becoming modernized, and the trend in Germany, too, is for bigger, specialized farming.

The typical farm in this area has its land scattered in small parcels far apart from one another. Many of these small farms therefore do not lend themselves to modern farming techniques. This is the reason why many small farmers lease all their land to bigger farmers and seek employment in the industries.

Farmland is not expensive. While land zoned for housing sells for DM 30.-- to 40.-- per square meter, farm land can be had for DM 1.-- to 2.--. Since many Germans feel, because of past experience, that real estate is the safest property, it is obvious that farmers do not sell property at such a low price. **Farmland** cannot be sold for purposes other than farming at higher prices.

Recreational facilities. Mr. Böttle, the mayor, showed a real concern for the cultural life of his town. He has many plans for the broadening of opportunities for adult recreation. He mentioned his hopes for the utilization of the new school building as a small cultural center during evening hours - a place where the adults of the community will be able to come together for participation in **musical** activities, to read, to sit together and talk, to listen to lectures, etc.

All this would be in addition to the recreational facilities already available. He mentioned that Boll has several clubs (Vereine). The sport club has 250 members, the music club 100, twenty-five of whom play musical instruments, while the others enjoy singing together. We were fortunate enough to hear the members of this music club at a party in a Boll inn when the band and the men's choral group performed for us. It was interesting and gratifying to see so many people so deeply concerned with and so talented in music in such a small town.

Other groups are two hiking clubs, the swim club which has many members, a shooting club, and one whose members specialize in the raising of small domestic animals. (Kleintierzüchtverein)

Because of the nearby mountains, the citizens of the community have some limited access to skiing, but the snow does not last long enough for extensive skiing.

We asked Mr. Böttle about the availability of evening entertainment for teenagers, and what they do for their amusement. He said they did not have too much outside of dancing, movies, and the various clubs. There is sometimes dancing in the cafes, and some also go to Göppingen for evening fun. This presents a problem, however, if they do not own automobiles, because the last bus to Boll leaves Göppingen at 11:00 P.M., and taxi fare is not inexpensive.

There are dance courses offered in Boll in which young people can learn to waltz, tango, and do other modern dances. Mr. Böttle said folk dancing was declining in popularity, except for that taught the younger children in the schools.

From observation of the community, we became aware of a camaraderie among the townspeople in the evenings. They seem to enjoy just sitting in the cafes together, conversing as they drink their beer. They also enjoy singing spontaneously together and know literally scores of folksongs.

Churches. Until the end of the war, Boll was almost completely Protestant. However, many refugees who settled here after 1945 are Catholic, and a small Catholic church was built immediately upon the arrival of the first ones. The Evangelische Akademie has been very helpful in bringing to Boll not only religious activities but also other related cultural activities. In addition, approximately one hundred boys of Boll are active in church-sponsored youth programs.

While attending Sunday services in the local churches here, we have felt ourselves welcome to participate.

Schools. The elementary school in Boll is over 100 years old. A new school is planned but not yet being built. The mayor is very interested in the design of the new building and wants it to be attractive and efficient and at the same time homey so that the children will not consider their school an institution of stern unfriendly character, but rather an integral part of their lives. Instead of long straight corridors which have a sterile, laboratory-like look, he would like to see an occasional jog here and there where an arrangement of books or artifacts could be placed.

The mayor hopes eventually to see a Gymnasium and a Berufsschule in Boll.

Projects for future developments: The mayor told us that project No.1 was the installation of a sewage disposal plant which will cost approximately DM 1,500,000.--. The town's sewage system was installed only a few years ago, during the present mayor's first term of office. The other important project is the erection of a new school building which is estimated to cost approximately DM 2.7 million. A 5,000-volume library is in the blueprint stage. Financial aid from the Government can be expected for this.

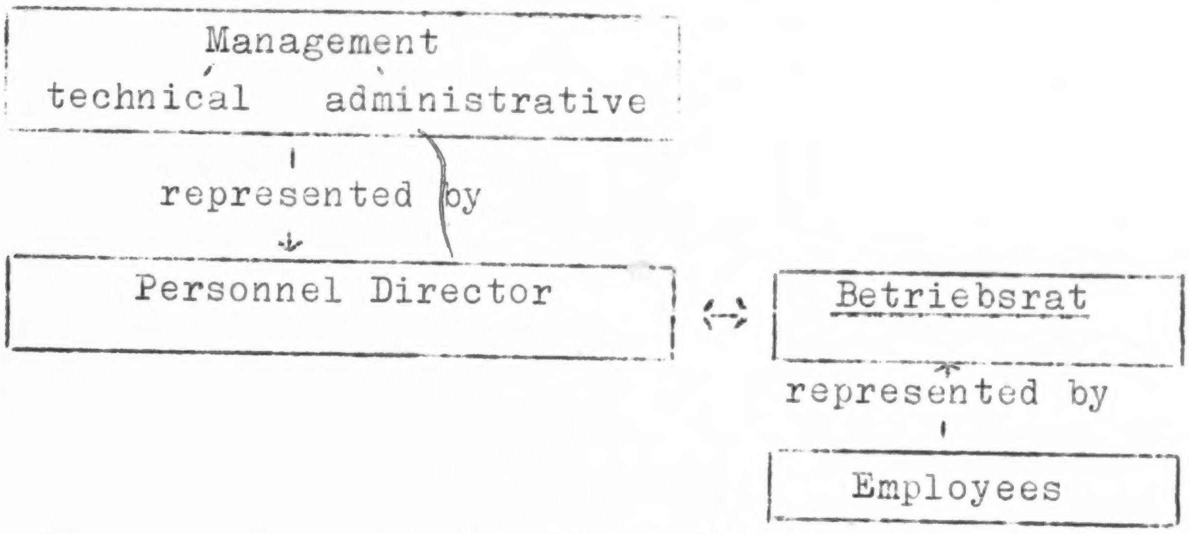
2. Visit to the Württembergische Metallwarenfabrik (WMF), a metalware factory in Geislingen, Württemberg: Interview with the Personnel Director and a member of the Betriebsrat (Employees' Committee)
Purpose: To learn about working conditions in a large industrial plant.

The WMF has its main plant in Geislingen, a medium-sized town in Württemberg. The company started as a small workshop with thirteen employees in the 1850's. The railroad repair shop at Geislingen, on the major railroad between

East and West, drew many workers to this area, from whose ranks the WMF recruited its work force. In 1963, it has 7,800 employees, of whom 6,000 work in Geislingen, 1000 in branch factories in neighboring communities; 800 are sales personnel. 40 percent of all employees are women. Of the 300 employees under 18 years of age, only 150 are unskilled workers. They are under the care and supervision of their foremen (Meister) and the social worker (Werksfürsorgerin). The other 150 are apprentices working in the special school-workshop under a Meister and 18 instructors who are responsible for their training. They are required to go to school one day each week. Their apprenticeship takes three years.

WMF produces flatware, as well as tableware and kitchen utensils. Their products are of silver, stainless steel, enamel, or silver-plate. There is also a glass-making department where all glass is blown and cut by hand.

The administration of the plant is typical of German industry. The following drawing illustrates its organization:



We were pleased to be given the opportunity to talk to a representative of both the Personnel Department and the Betriebsrat.

As is common practice in German industry, a definite distinction is made between white-collar and blue-collar workers (Angestellte and Arbeiter) or, as the Personnel Departments classify them: persons receiving salaries or wages respectively (Gehaltsempfänger and Lohnempfänger). Differences in social status still exist to some degree. Besides, the Angestellter has certain privileges which the Arbeiter does not enjoy. While an Arbeiter can be given two weeks' notice of dismissal, an Angestellter must be given 6 weeks' notice, effective only on the last day of each quarter year. This regulation is binding on both employees and employers, however.

The state health insurance (Krankenkasse), at WMF, was replaced by the company's own health insurance plan (Betriebskrankenkasse)which is state-approved and operates in exactly the same fashion as the official state insurance. The Personnel Department is in charge of its administration. It provides medical, surgical, and dental benefits, and hospitalization. All workers earning up to approximately DM 700.-- a month must be members of this plan. The company pays 50 per cent of the dues. The employee's share amounts to approximately 5 per cent of his income. Medications prescribed by the doctors are free, except for a nominal administrative fee charged by the pharmacy.

In case of illness and inability to work, an Angestellter receives his full salary for six months. After that period, he receives sick-pay (Krankengeld), amounting to 65 to 70 per cent of his gross salary. No deductions are made from this. An Arbeiter receives nothing during the first three days, and full pay thereafter for six weeks, of which 90 per cent is paid by the Krankenkasse and 10 per cent by the employer.

The company also has a health center (Gesundheitshaus) on its own grounds. A doctor employed by WMF examines all newly-employed so that they may be given appropriate jobs; he takes care of emergencies, and administers minor therapy.

In general, German workers earning up to a certain income carry a retirement insurance, similar to our Social Security. Angestellte are covered by the Invaliden-Versicherung.Men retire at 65 and women at 60, or earlier if they become incapacitated, and receive a pension amounting to approximately 80 per cent of their average income until they die. The company adds a little to the pension of a long-time employee.

All employees may eat a warm meal at noon in the dining room of the company's very attractive Union (Gemeinschaftshaus). Approximately 2,000 meals are sold there every day at the nominal price of DM 0.80, approximately 50 per cent of the actual cost of the meal.

Asked about the average wages paid by the company, the Personnel Director gave us the following figures: a skilled worker must earn a minimum of DM 3.03 per hour, but actually earns DM 5.00 and more. The absolute minimum wage agreed upon between labor and management, in the group of unskilled labor, is DM 2.17, but actually runs DM 2.60 to 2.70. It was pointed out to us that the wages paid by WMF are not "social wages" (Soziallohn)but are based upon the individual employee's efficiency (Leistungslohn). The specific social situation of the individual employee (such as number of children, responsibility for disabled family members, and special hardship cases) is reflected by the taxes he pays. All employees are by law entitled to a vacation:

under 18 years: 30 days
19 to 25 years: 15 days
26 to 30 years: 18 days
31 years and over: 21 days.

It is worthy of note that these benefits have long been common practice in Germany and are not, as might be suspected inspired solely by the shortage of labor which has prevailed for the past nine years. Only 0.4 per cent of the German work force is at present unemployed. The German industries are trying to counterbalance this labor shortage by employing foreign workers; 663,000 foreigners are now working in Germany; approximately 300,mainly Italians, work at WMF. Nevertheless, several hundred thousand jobs remain vacant.

An important social benefit enjoyed by WMF employees is the low-interest loans granted for the building of new housing- a contribution to the alleviation of the housing shortage.

WMF allows its employees to share in its own profits. In recent years, the company has been able to pay them up to 80 per cent of their individual monthly earnings at the end of each year.

The Betriebsrat is a committee of 21: five Angestellte and sixteen Arbeiter. Committee members are elected by secret ballot to a two-year term. They represent the employees in contract negotiations with the firm. According to a law passed in 1952 which settles certain basic questions of labor-management relations (Betriebsverfassungsgesetz), the Betriebsrat must be re-elected every other year. The number of members depends on the size of the company. They do not have to be members of unions, but they usually are.

2a. The German Labor Unions: Discussion with Mr. Riedel and Frau Springe, both experts in labor problems. (A visit to the DGB Union, which had previously been arranged, unfortunately had to be cancelled.)

Before 1933, there were three clearly visible trends in German trade unions: Marxist, Liberal, and Conservative - Christian. With Hitler's seizure of power came a subjugation of German unions. Hitler combined both employers and employees in one organization, the *Deutsche Arbeitsfront*, in order to control them more effectively. Union leaders who were not willing to surrender their unions' interests to the political aspirations of the Third Reich were imprisoned or murdered in concentration camps. Many fled Germany or went underground to work against the regime.

1945 was the "Year Zero" for German labor unions in a democratic society. After long and bitter discussion, a single union organization, *Einheitsgewerkschaft*, was chosen in 1948 as the most effective. In this organization, the *Deutscher Gewerkschaftsbund* (DGB), are combined sixteen separate industries. Examples are the metal industry and the chemical industry. These sixteen unions are all autonomous, but they are not all equally strong. The names of some are preceded by the initials I.G.= *Industriegewerkschaft* (industrial union).

The sixteen unions which compose the *Deutscher Gewerkschaftsbund* are:

Industriegewerkschaft Metall
Gewerkschaft Öffentliche Dienste, Transport und Verkehr
Industriegewerkschaft Bergbau
Industriegewerkschaft Chemie, Papier, Keramik
Gewerkschaft der Eisenbahner Deutschlands
Deutsche Postgewerkschaft
Industriegewerkschaft Bau, Steine, Erden
Gewerkschaft Nahrung, Genuss, Gaststätten
Gewerkschaft Holz
Industriegewerkschaft Druck und Papier
Gewerkschaft Handel, Banken, Versicherungen
Gewerkschaft Gartenbau, Land- und Forstwirtschaft
Gewerkschaft Leder
Gewerkschaft Erziehung und Wissenschaft
Gewerschaft Kunst
Gewerkschaft Textil und Bekleidung

Besides the Deutscher Gewerkschaftsbund with its 6,378,000 members, there are several other organizations which promote and protect the interests of their members. The Deutsche Angestelltengewerkschaft (DAG) represents white-collar workers, who may also belong to the union representing the industry in which they work, if they so desire. The DAG has 451,000 members at this time. The Deutscher Beamtenbund (DBB) represents officials of the German government, that is, permanent, salaried officials occupying a position of trust which is above a certain level of income and responsibility. The DBB has 700,000 members. Another group is the Christliche Gewerkschaft Deutschlands (CGD) with 40,000 members, which emphasizes the pursuit of goals more in accordance with the ideals of the Christian religion. The Evangelical Church has not encouraged the CGD, for the Church is not in favor of any formation which divides workers into groups based upon religious beliefs alone. Instead, the Evangelical Church emphasizes the penetration of Christian philosophy into the labor force as it is now organized.

Each union in the Deutscher Gewerkschaftsbund (DGB) negotiates separately with the employer. Here the unions' position is weakened by the fact that 1) not all the workers are members and 2) that the unions do not have the solid backing which is often necessary for sucessful negotiations. The wage agreement made between employer and employee is ratified by the Federal Government and is binding on all parties. The fact that non-members receive the fruits of union efforts has been a source of bitter controversy.

Union dues are determined by the employee's wages. The more he earns, the more he pays. For most German workers, this amounts to DM 8 to DM 15 per month. In other words, the wages for one hour's work per week go to the union.

Existing legislation provides for equal pay for men and women engaged in the same work. Carrying out this legislation is a different matter, however. In many cases ways are found to pay women less then men. An employer may persuade a female worker that her work is somehow different from that performed by a male worker whose place she is taking. At WMF we were told that women workers were given lighter tasks to perform and that this accounted for their lower pay.

Every union member is provided free legal counseling by his union. If the employee feels that his work deserves an adjustment in pay, and if his employer refuses, the employee may bring suit against the company. An example was given of a female crane-operator who moved up to the work formerly performed by a highly paid man. Her employer refused to pay her more; consequently she sued. The case has not yet been decided. Bringing suit in this manner may damage the employee's chances for continued employment in the company.

There is no established governmental machinery to intercede in employer-union bargaining. The West German Government has absolutely nothing to do with negotiations and does not assume the responsibility of arbitrating in strikes. There is no injunction which can be used to force workers to return to their jobs for a "cooling-off" period. But the employer and union may, if they wish, call in a government commission as mediator.

The two most powerful unions are the Metal Workers' and the Miners'. The successful campaigns of these two unions for higher wages and better working conditions have affected other fields, for other industries have more or less followed suit. While as many as ninety per cent of all employees are tightly organized in their own separate group, the *Arbeitgeberverband*, only about one German worker in three belongs to a lobor union, or about six million out of a total labor force of 18 million. Farmers and female workers are the most difficult to organize. Women have been encouraged by the churches as well as the unions to take an active part in matters that affect their employment, for example, to become members of the Betriebsrat of their company (an elected committee representing employees).

Much of the progress that has been made in higher wages and better working conditions can be traced back to the efforts of the German labor unions. Good sense on the part of employers has also been an important factor. As an example of wage increases in the past ten years, these figures may be given: a metal-worker in 1953 earned about DM 2.50 per hour. In 1963, he is earning DM 4.30 per hour, an increase of more than 70 per cent.His purchasing power, however, has increased only slightly. Productivity has not kept pace with the increase in pay, that is, wages have increased much faster than production. Mr. Riedel felt that this was not inflationary, however, and that the high prices in German stores are caused by other factors.

In the past few years in West Germany, there has been about one strike per year, and, in general, the union involved has won the strike. Our union speaker pointed out that no one really "wins" a strike. Lost production and lost wages are really never made up. In the event of a strike, each striking worker who belongs to the union receives financial assistance from the union in the amount of 50 per cent of his usual pay. There is no definite time limit on this assistance.

It is interesting to note here that in the Federal Republic of Germany, teachers belong to a union, the Gewerkschaft Erziehung und Wissenschaft, and that everyone considers this to be quite normal, proper, and the professional thing to do.

3. Visit to a cabinetmaker's shop in Boll.
   Purpose: To find out how a German craftsman lives and works.

Mr. B's furniture shop is located near the center of Boll. The simple structure was erected fifty years ago by the present owner's father, a cabinetmaker who worked a small farm on the side. At that time, no electricity was available; consequently, no power tools were used and the rooms were lighted by kerosene lamps with mirrors behind them. Since this period, the structure has been remodeled to provide more space in what is still an overcrowded shop. A small display window is located at the front of the building facing the street, where the stable was formerly located. There are living quarters on the second floor. The shop is made up of two rooms; one houses the large power tools and the other the hand tools, benches, presses, and assembly equipment. There are open storage facilities for raw lumber at the rear of the shop.

In Germany, nobody may excercise a craft or maintain a shop unless he has been trained in his particular trade or craft through the traditional apprenticeship system which dates back to the Middle Ages. According to Mr. B., it is this careful training of the German craftsman that has made it possible for him to survive all economic crisis and changes. Even in the Common Market, the German craftsman, according to Mr. B., has nothing to fear from his European competitors because he produces high-quality work. In 1945, the U.S. Military Government proclaimed the liberalization of all trades and crafts. The crafts have since succeeded in re-establishing the former system of training.

Mr. B. has been a master cabinetmaker since 1937, and as a master is entitled to train apprentices. An apprentice enters the trade at the age of 14 to 15, after eight years of school. He serves in this status for three years. His day begins at 7 A.M. and ends at 6 P.M., averaging a forty-hour week. He has 1/2-hour coffee-break at 10, an hour for lunch and a half-hour rest period at 3 P.M. At one time, the apprentice had to pay the master for his subsistence and training, but today he receives a stipend of DM 65 per month for the first year, DM 100 the second year, and DM 120 for the third. This is paid by the master. The apprentice is covered by both health and accident insurance. The apprentice obtains training in all phases of the production. He must spend one half day a week in trade school for formal training. To ensure that the apprentice receives instruction and practical training in all phases of production, he spends some time in a training work-shop maintained by a professional organization.

After successfully completing the required three-year period, he submits to a board of examiners a sample piece of furniture (Gesellenstück) and does some work in the shop under supervision, and, after passing this examination, is elevated to the rank of journeyman (Geselle).

The training period for the journeyman lasts five years, during which time he develops his abilities to such proficiency as will qualify him for the rank of Master. At the end of his training period, he takes an extensive examination, both theoretical and practical. If he fails it, he is permitted to repeat it twice. He must be 24 years old before he may take his final examination. Upon receiving the Master rank, he is qualified to establish his own shop. One of Mr. B's employees, who is also shop-foreman, has served twenty-five years in this shop, having failed his final test three times. Journeymen who are trained in mass production factories prove to be undesirable in the small shops, because they are not proficient in all phases of furniture making.

The standard wage of a journeyman is usually DM 3.20 per hour. Mr. B. pays a little over this. One journeyman who has served five years receives DM 3.50 per hour. For overtime, the employees receive their normal hourly pay. As a journeyman, he can expect a top wage of DM 4.-- per hour, with a forty-four hour week.

Mr. B. specializes in cabinet and furniture making. An interesting contrast is his twenty-five year old son Willy. He had eight years in elementary school. Afterwards, he served the 3-year apprenticeship, and then worked for his father as a journeyman for two years, after which he studied at a special technical trade school for two years, concentrating on the following subjects: occupational education, expert craftsmanship, retailing, and drafting (plans and blueprints). At the end of this period, he took both the Master's and Technical test. Where the average journeyman must wait until he is 24 years old to take this test, Willy took it at twenty-three because of his additional training, but this is unusual. The test required him to construct a dining-room cabinet, which took 200 hours to make. The oak wood and other materials he used cost him over DM 1600.--.

Willy has several advantages as a result of his training. He can earn more money, and he can return to the technical trade school as an instructor in his craft. People with his training are in constant demand. Of the 120 who started in his class, only 60 passed the first-year test and 32 completed the entire course. As Masters, they can expect salaries of 700 to 800 per month, and of course, they can start a business of their own.

Mr. B. has a new employee in his shop with a Master's rank. His starting salary is DM 3.20 per hour, and his hours are the same as the journeyman's. While Mr. B. showed great pride in his craft, he pointed out that young people now are more interested in learning trades having to do with modern machinery, such as the job of automechanic,etc.

Mrs. B., too, has a role in this business. She takes care of the accounting books, taxes, wages, telephone calls, and meets the customers. In mentioning taxes, Mr. B. pointed out that he must pay a four-percent tax on his income.

The specialty of Mr. B's shop is straight- line furniture mostly of modern design. If a special design is used for a customer, no duplication is made of it. The customers are welcome to come into the shop and observe while their furniture is being made. A three-year warranty provides free repair of furniture, but Mr. B. will not repair furniture that is factory-made. His favorite work is "built-in" furniture, such as we saw at the Evangelische Akademie. No upholstering is done in his shop. An average price for a good bedroom set is DM 1800 to 2000, consisting of two beds, two bedside tables, one closet, one chest with mirror, and two chairs.

The kinds of wood used depend on desired quality and design. Wood may come from a tree in the neighborhood, blown down by a storm, or it may be imported from various parts of the world. About twenty different kinds of wood are used, including walnut (imported from the U.S.), oak, ash, linden, and American redwood. Plywood has become very popular. It is veneered in the shop with large presses. We saw some formica tops in the shop. With the exception of furniture hardware and special lathe-turned parts, all sections that make up any piece of furniture are manufactured and assembled in the shop. The furniture is then finished with varnish or lacquer. A spray unit is used and the initial finishing is done outside to eliminate the dust problem. More expensive furniture requires laborious hand-rubbing to acquire a special gloss. Mr. B. spent one week polishing a bedroom set, and he pointed out that young craftsmen no longer have the patience to do this tedious task.

One of the two rooms that make up the shop houses the industrial-sized power tools. This includes the bench saw, a planer, a band-saw, and a belt-sander. The other room contains the wood presses, hand tools, a large variety of clamps, work benches, and small power tools. There is a large stove in the middle of the main shop room. In this stove sawdust is burned to heat the shop and the upstairs apartment.

Mr. B. enjoys the patronage of 250 regular customers. He has served people from as far away as Stuttgart and Munich. No effort is made to solicit additional business. If any surplus pieces are on hand, they may be disposed of on the open market by a retail outlet maintained in the larger cities for these furniture crafts. Mr. B. pointed out that the furniture-making craft is not at all in competition with large manufacturers. He feels that the demand for handmade furniture will always prevail as long as people want quality workmanship. It is quite eveident that his establishment will enjoy prosperous existence as long as the people support this type of craftsmanship.

4. Visit to a farm in Bad Boll

Purpose: To visit a large farm where young farmers are trained, and to see how a farm family lives.

The German system of education and labor provides a plan whereby a man or woman may receive training in agriculture, as in any other occupation, to progress from apprentice to journeyman to master of agriculture. An apprentice begins his apprenticeship upon leaving the elementary school at the age of 14. He works for two years in training with his parents and one-half year with some farmer. During his apprenticeship, he must attend an agricultural school one-half day every two weeks during two winters. A girl attends this school the same way for one winter. The first year, the apprentice receives a minimum of DM 75 to 80 per month, the second year he earns DM 100, and the third year DM 120 to 130 per month. When his apprenticeship is over, he becomes a journeyman, and after an additional five years of experience he is eligible to take the Master's examination. This examination is administered by the German Government. In the area of Boll, it is administered by an authority in Göppingen. The examination tests the applicant's theoretical knowledge of farming, and his mastery of practical agricultural techniques.

A _Landwirtschaftsmeister_ is permitted to train apprentices, but first must be approved by a government commission which inspects his farm to determine whether it is a suitable place for such training. A _Meisterin_ may take a position as trainer of female apprentices at someone else's farm in case the resident wife already has too many responsibilities.

In Württemberg, the centuries-old practice of dividing the family farm among the heirs has resulted in small, scattered farm plots. To reduce or eliminate the inefficiency which necessarily accompanies this condition, the German government has created an arbitration agency which is available to farmers to help them consolidate their farm lands. This **redistribution** program, known as _Flurbereinigung_, has not made much progress in Boll as yet. A simple majority of farmers is needed to set the program in action. Most of the owners of large farms are in favor of redistribution, but most owners of small farms are not, for they usually farm on a part-time basis while earning most of their income in the city. The farmer whom we visited was more fortunate than many others, because all his fields lie within a radius of one kilometer. Owners of small farms which no longer provide a sufficient income nevertheless want to hold on to their land for the security that it gives them.

Vacations are becoming increasingly more possible for German farm families. In many communities, there are persons who are qualified to work in the place of the vacationing farmer and his wife. The Protestant and Catholic Churches have organizations which make vacations possible for farm women in special rest homes, because the mortality was exceedingly high among these women.

The German farmers feel that they are not sharing in the general economic boom of their country. The so-called "Green Plan" of the Government was instituted to help them. Germany imports large quantities of farm products which would undersell the German products if the Government did not put a protective surcharge on the real price of these products. This amount is cashed by the Government and used for subsidies under the "Green Plan". Our farmer told us that the farmers in this area receive for each litre of milk sold a subsidy of four Pfennig from the Federal Government and one Pfennig from the Land Baden-Württemberg

The farm we visited is run by a widow and her newly married son. The farm buildings were erected in 1870 and are owned by the Brethren of Bad Boll, a religious congregation. The woman has lived on the farm for 36 years. Her husband died six years ago. The farm has 34 Hektar (approximately 85 acres) of land which are leased by contract every twelve years.

In case of death of the lessee, the lease privilege is given automatically to the children. Only inefficient farming could cause an occupant to be required to quit the leased farm, because there are laws protecting his interests. Required payments are made every three months. Once a year, on June 1, the lessor inspects the farm to determine whether or not it is being run properly. The lessee is also obligated to maintain the fertility of the soil, the lessor to maintain the buildings.

The son has trained three male apprentices so far. The mother is a trainer of female apprentices. She is currently training two girls in addition to the new daughter-in-law, originally a city girl who has completed one-half year with another family. She will study with her mother-in-law for two years and hopes to become a trainer of apprentices herself. This is an almost vital requirement for the present-day farm since hardly any farm help is available. The apprentices live and eat with the family in the house. A typical day begins at 5 A.M. for the men who have the milking and feeding chores. Electrical milking machines are used. Everyone has breakfast at 7:30 and works until 11:30. After lunch, they work from 1 P.M. until a late afternoon break at 4:30 P.M. after which various chores are done until 7 P.M.

Both men and women have responsibilities. The men do the chores in the stables and the heavy work in the fields. The girls do the house and garden work; they also sort and sell eggs and clean the milking equipment. During the harvest they, too, must help with the field work. Additional tasks are cleaning the chicken houses (every six months) and continual maintenance of the automatic chicken-feeding equipment.

This farm which is one of the larger ones in Boll- Bad Boll, has 35 milk cows and about 6000 hens and pullets. Of these, 1200 or so are layers, which produce about 1,000 eggs per day. The eggs are sold to private parties and to small businesses. Fifty hogs are being raised for market. Wheat, barley, oats, and corn are raised. The shortage of workers has forced this farm family to rely more and more on the raising of fowl as their chief source of income, for one man can take care of 4,000 to 5,000 chickens. This year, for the first time, they are keeping the cattle in the pastures all summer and also milk them there. This enables them to use the stables for the chickens. In earlier years, the farm used to grow potatoes and onions for market, but these products do not pay now. Besides, the soil is not good for the raising of potatoes. During the last war, the present farmer's father was the only large-scale producer of tomatoes in this area.

Besides the three-story house with three utility rooms, a kitchen, dining room, office/sitting-room, living room, bathroom, and seven bedrooms, there is a workshop, machine shed, stable, and two large barns. Modern conveniences are present in the house: radio, television, automatic washer, refrigerator, and a gas-fired central heating system. The family owns all its own farm machinery -- two tractors, a hay-rake,and hay wagon-- except for the threshing machine, which is rented.

The farmer is one of the twelve members of the local council. Here he represents not only farming interests, but those of the entire community. He favors government intervention in problems related to land redistribution.

5. Visits to four families in Boll.
   Purpose: observation of typical two-generation families.

a. Visit to the von Sch. family in Boll.

This is one of the numerous fatherless families in present-day Germany. Mr. von Sch. was killed in action in World War II. Mrs. von Sch. has two grown-up children. The son, Jürgen, is 23 years old; Gerhild, the daughter, is 22. Both are students at the Free University of West Berlin. Jürgen is studying physics, Gerhild intends to be an art teacher or, perhaps , a commercial artist. Mrs. von Sch. is working half days as secretary in the Evangelische Akademie. We were very graciously received by her and enjoyed the visit very much.

The home. The apartment is large and very well laid out. It is furnished and decorated in very good taste. The built-in closets, sliding doors, and the floor were built by Mr. Brenner, the local cabinetmaker, whom we had visited a few days earlier. Mrs. von Sch. mentioned repeatedly the fact that she was very happy to at last have an apartment of her own, as she had not had one for the last 20 years. From the great number of books in her bookcase and the many abstract paintings on the walls, we gathered that this family is greatly interested in literature and art.

The apartment consists of 2 bedrooms, a large livingroom which at one end can be converted to a diningroom , a very modern kitchen, and a modern bath. The monthly rent (without heat) is DM 250.--

The family's monthly income is composed of the following: a)State pension DM 1000.-- (her husband was a Government official employed with the Ministry of Economics), b)basic pension to which every war widow in Germany is entitled: DM 160.--; c)Mrs. von Sch's monthly salary at the Evangelische Akademie: DM 350.--. The total monthly income is DM 1510.--. Of this amount, her children receive DM 600.-- monthly, DM 300.-- each. Last month, her daughter won a prize at the International Photography Exhibition in Cologne, and therefore did not need her monthly allowance. Perhaps it should be mentioned at this point that both children work during their vacations in order to earn some extra money. Jürgen is a Lieutenant in the Reserves of the Army of the Federal Republic and earns an extra salary while assisting with drills and maneuvers during his summer vacation. This summer, he plans to work for the Siemens Company in Berlin and after that will take a trip through Spain. Gerhild works for a photographer most of the time. By doing so, she not only earns money but gains experience for her future profession as well. Last summer, she was given a Government fellowship which enabled her to study in France for a month. The family does not spend vacations together. The children have different interests and prefer to go South, whereas Mrs. von Sch. likes the North Sea best of all. She is a native of Bremen.

The family's original home was Berlin. (This is why both children have chosen to study there). After the bombing of their home in Berlin, they moved to Göppingen. From 1945 to 1950, all three members of the family lived in one room at the Kurhaus of Bad Boll. In 1962, they moved to a very small apartment at the Evangelische Akademie. In 1962, they were finally able to rent an apartment of their own, with their own furniture in it, and that seems to have been a great event for the entire family. Once again, we became aware that the housing shortage still is one of the greatest problems of Germany.

We found our visit with the von Sch. family most interesting and enjoyable and are glad to have had an opportunity to get a glimpse of German family life.

b. Visit with the C. family in Boll.

The Rev. Crönert, a minister in the Luthern Church, was born in the Mark Brandenburg region. During World War II, he was taken prisoner by the Russians and was in a prisoner-of-war camp in East Prussia for one year. After his release, he went to the Eastern sector of Berlin where he received his church assignment. The Rev. and Mrs. Crönert met and were married there. Mrs. Crönert has two children from her first marriage, a daughter and a son. Two more children, Barbara, now 15, and Matthias, 13, were born to the Crönerts.

They spent eleven years in Berlin, then moved to Wuppertal, and in December 1962 to Boll because they preferred living in the country. The move from Berlin to Wuppertal was extremely complicated. The East German authorities insisted upon a detailed list and inspection of every item owned by the family. To move their grand piano, 56 signatures were required, because even private property is not allowed to leave the territory without special permission. Even book titles had to be listed before they were shipped to West Germany.

The Crönerts' home is the second story of a modern house located on a beautiful mountain slope at the edge of Boll. Their apartment has four rooms, a kitchen and bath, all very tastefully and beautifully furnished. They have a television set, radio, refrigerator, gas range, and excellent illumination. The immaculate condition of everything testifies to Mrs. C's excellent housekeeping. A large bookcase filled with books indicates intellectual interests and goals. This apartment is furnished at no cost by the Evangelische Akademie. The C's aspiration is to own their own home again some day as they did in the past. For this purpose, they are saving money in a private home-foundation (Bausparkasse). This type of plan is described in detail on page of this report. Their present home is somewhat too small for the two parents and their two young children, but they hope that the owner will finish the third floor to give them more room. Mrs. C's two older children are no longer at home. The daughter lives in Berlin, and the son is a sailor.

The Rev. C's hobbies are music (he plays the piano and the violin) and making his own musical recordings. An activity in which the entire family participates is camping. They not only own a car but also a trailer which enables them to travel more extensively than would be the case if they had to stay in hotels.

In the C's household, family life plays an important role. The children, Barbara and Matthias, attend Gymnasium in Göppingen. They leave the house at 6:30 every morning and return at 12:45. They travel by train because it costs less than by bus. Barbara wants to be a pediatric nurse, Matthias an elementary school teacher. Both children would rather live in a large city than in Boll, but they enjoy the skiing here in winter. Matthias, an extremely well-mannered youngster, was introduced to us. Barbara was not at home. She had told her parents that she regretted not being able to be there during our visit -- she had hoped to practice her English with us.

The C's have a dog, three birds, and a white mouse. The dog's name may be changed to Fitzgerald in honor of President Kennedy, who made a tremendously favorable impression on the C's and on the German people in general. The C's love for animals is shown by the fact that they decided not to let the pet mouse run free when it proved to be somewhat of a nuisance, for they were afraid that it would starve or be eaten by some other animal.

When we asked the Rev. C. whether, as a former Berliner, he had hopes for a re-unification of Germany, he expressed his belief that it was not too late to attain this difficult goal.

Our visit with this German family was exceedingly enjoyable, and was made even more enjoyable by the coffee and home-made fruit tart provided by Mrs. C.

c. Visit with the Sch. family in Boll.

The Sch. family consists of six members. Mr. Sch. works for a Protestant organization which deals with workers in their relationship to the Church. Mrs. Sch. has no work outside the home. There are three sons, 16, 15, and 11, and a daughter, 13. The oldest boy attends Mittelschule; the second, a Wirtschaftsoberschule; the youngest goes to a Gymnasium, and the daughter is in elementary school.

The family lives in a home which is slightly more than one year old. Their monthly rent is DM 250.--, which according to them is comparatively low for a home of this type. The lower floor of the building contains an office of the organization for which Mr. Sch. works. The entire building is heated by oil, the cost of which is shared by the organization and the family. Other expenses include DM 45.-- monthly for electricity and about DM 12.-- for the telephone.

Mrs. Sch. spends about 1/4 to 1/3 of the family income for food. The two older boys receive DM 2.50 weekly as pocket money, and the two younger ones, DM 1.50. Out of this they must buy their school supplies.

The home is furnished in modern style, but not elaborately. The livingroom contains several hundred books, among them several sets of reference works, books on labor and communism, and quite a few mysteries, which Mr. Sch. enjoys reading for relaxation.

Mr. Sch's work keeps him away from home during the week and often on week-ends since he travels to all parts of West Germany. Because of the nature of Mr. Sch's job, the family must have an automobile, for which he receives some financial aid from his employer.

The children have some duties at home. They must make their beds and prepare their own breakfasts. The daughter helps with the cleaning and dish-washing. There is no maid and the mother is quite busy running the household.

The family does not have a wide circle of acquaintances. One of the reasons for this is that the family is new in the area, and another is because the mother has little free time and the father travels a great deal.

Sometimes on Sunday they take drives in the car, or visit relatives. Each summer they have a three-week vacation. This year they have arranged to exchange homes with a family in Holland.

The children have a variety of hobbies. The youngest boy collects stamps, the daughter likes reading and listening to the radio, the 15-year-old son makes airplane models, is active in sports, and belongs to a church club. The oldest boy likes to tinker with radios.

The family has three meals a day. A typical midday meal consists of soup, a vegetable, potatoes, and sometimes meat, the latter more often in winter than in summer. A typical supper consists of potatoes, salad, and eggs or sausages, sometimes bread and cold cuts.

d. Visit to the T. family in Boll.

The T. family live in a pleasantly furnished two-family dwelling of post-war construction. The apartment consists of a livingroom, a dinette, a kitchen, and two bedrooms. A garage is also provided.

Mr. T. is a special pastor in the Evangelical Church. Mrs. T. is thirty-six years old and came to Germany from Africa with her German parents in 1937. She is not employed outside the home, although she is trained in bookbinding work.

Their three children are Stephan, 8; Ulrika, 7; and Sabine, 4. Stephan and Ulrike both go to school in Boll; Stephan is in the second year, Ulrika in the first. Both children have homework to do for school.

Mr. T. accepted a pastorate in a village near Heidelberg where they lived for seven years, coming to Boll three years ago. Mr. T. has a special assignment as an industry (Industriepfarrer)in the fulfillment of which he visits 10 different factories, trying to build bridges of understanding between individual workers and between employers and their employees. He is also available when individuals need material or spiritual help or advice. This is a new kind of position which the Evangelical Church has established as an experiment and its counterpart in the Roman Catholic Church has recently been established. Mr. T. explained that the church began to realize, after 1945, that in order to have any valid message at all for modern man, the minister must be thoroughly familiar with the life people lead from Monday to Friday. The recently established position of industry pastor is an attempt by the Evangelical Church to take the church to the people by coming to them and serving them where they work in practical as well as spiritual matters. Mr. T. is often away from home, visiting factories, arranging conferences at the Evangelical Academy at Bad Boll, and occasionally preaching.

Such pastors are paid by the church according to their age. Financial aid is granted for children under eighteen. Mr. T. receives DM 1000 per month, plus DM 35 for each child. He pays no rent for his apartment. At age 65, he will receive a pension but no housing.

In her role as wife of a pastor, Mrs. T. is expected to stay at home; it would be considered in poor taste for her to take a job. If she had no children and were a teacher, however, it might be possible. She often has guests for dinner or tea but has no household help. For entertainment, she attends plays, movies, and events at the Evangelical Academy.

The T's believe that television is primarily a negative influence on families. They have a Volkswagon which cost them DM 5400. Their washing machine cost them DM 1000 and is not the best model. The water heater is operated by tokens which may be obtained from the gas company. She does not use the washing machine for washing sheets and tablecloths; she takes those to the laundry. Their refrigerator cost DM 500 and is a half-size model. Mrs. T. bakes pastries but buys their bread. She also sews some of their clothing.

Their regular expenses are as follows: electricity, DM 30 per month; water, DM 55 per year; fire insurance, DM 50 per year; income tax, DM 100 per month (10% of this figure is a tithe to the church); medical and dental insurance, DM 100 per year (this policy pays 2/3 of the medical costs). Mr. T.'s personal medical-dental insurance is separate from the above and is an arrangement provided by the church which costs him DM 55 per year.

The T's have a radio and subscribe to three magazines of which one is a pictorial cultural magazine and two are theological magazines. They also subscribe to "Der Spiegel" and to the "Stuttgarter Zeitung".

It is interesting to note in this German pastor the absence of the puritanical attitude so often encountered in England and America; he smokes cigarettes, and his favorite beverage is wine.

The T's are disappointed with the educational system in Württemberg, believing it to be ultraconservative and the worst in Germany, in that in some areas both Catholic and Protestant schools are provided (at extra cost) whereas one good public school would serve best.

The children have construction toys, are allowed to paint and play with dolls for their entertainment in the home. Before going out to play, each child was required to shake hands with the guests and say a friendly greeting of farewell.

6. Visit to a Young People's Home (Jugendwohnheim) of the Christlicher Verein Junger Männer (C.V.J.M.) in Göppingen

Interview with the Director, Mr. Wagner.
Purpose: To observe conditions in a home for young people living away from home.

First of all, we should perhaps define the term C.V.J.M. In the U.S.A., it is known as Y.M.C.A. Both the German and the American association belong to the World Y.M.C.A. which has its headquarters in Geneva, Switzerland. The C.V.J.M. is primarily interested in all religious aspects of life, whereas in the Y.M.C.A., there is heavy emphasis on recreational programs. Despite some differences, the Y.M./Y.W.C.A.s in all countries have in common the desire to meet the most urgent need in their communities, and in this way are very flexible in their programs. In Germany, the care for young people without stable home situations and the housing shortage have been among the most urgent post-war problems, and this is where the C.V.J.M. Home in Göppingen plays a great role.

In 1955/56, the Jugendwohnheim was built in cooperation with the Göppingen Labor Office, with federal and state aid, as well as help from the Evangelical Church and private donations. The cost of the building was DM 350,000. It was named for Dietrich Bonhoeffer, a Luthern minister who was killed in a concentration camp during World War II. Today the Jugundwohnheim provides, for 77 boys and young men who live there, not only living quarters, but a home most of all.

These young men are between the ages of 14 and 25 and come from all walks of life. Some are homeless, others were neglected by their parents. During the last 7 years, there was also an unusually great influx from the Soviet Zone of Germany. That flow, however, has unfortunately been cut off since the erection of the "Wall". Lately, many visiting foreign students have come to Göppingen. They also have found friendship, guidance, understanding, and shelter.

Accomodations: Everybody is accepted here, regardless of religion or color. The young men have comfortable and attractive rooms. Most of the bedrooms are designed for two persons, but a few are large enough for three or four. These rooms are well-furnished, and some of the boys have their own radios. Clippings, pictures, books, and other materials which they have in their rooms show their varied interests. There are a reading room, several club rooms, an attractive dining room, and a well-equipped and very clean kitchen. The walls of the reading room, halls, and dining room were decorated by the young men themselves. Several paintings, art models, a ship model and a stained glass window show what the boys like to do during their leisure time.

The length of time the young people remain in the Home depends on what work they plan to be trained for. For instance, they may remain up to seven years or longer, if necessary. The price for room and board per day is DM 5.-- to 7.60. In the event that someone is unable to pay that amount, ways and means are always found to cover the expense. All residents go to work or are apprentices, or they go to school.

Breakfast is served from 5 to 8 A.M. Some come home at noon when the principal meal is served in Germany. Others prefer to eat at the "Kantine", a cafeteria in a factory, where good meals are served at a very nominal fee. Evening meals are served in the Home's dining hall at 6:30 P.M., and this is the only gathering of the entire "family" during the day. The director emphasized several times the word"family". He and his wife are trying to give these young people what they need most: the feeling that they belong to a "family" and that Mr. and Mrs. Wagner are "parents" to them.

Staff: Three full-time professional Jugendsozialarbeiter (social workers for young people) are in charge. The director also mentioned that they considered themselves "Gelegenheitspädagogen", people who occasionally,and when needed, have to do the work of educators, although they are not formally trained for this. At other times, they are guidance **counselors** , parents and, perhaps most of all, understanding and encouraging friends.

Program. In general, all residents are encouraged to participate in outside activities and meet with other people of their community, just as they would if they were living in their own homes. For instance, they do not belong to a YMCA soccer team, but are members of the

Göppingen team. On Sundays "Open House" is held. At that time, the residents and guests from town are invited to discuss various current topics and problems. Quite often visitors from similar Homes come to visit. Together, they participate in different recreational activities or engage in discussions on such topics as " What is our responsibility toward our society or toward the world?", or religious questions.

We would like to say that this Jugendheim , in our estimation, serves its purpose very well, and through its physical set-up and its objectives, of all the institutions we visited, seemed the least foreign to us.

7. Visit to a Home for the Aged

Interview with the director, Mr. Graf, and with people living in the home.

Purpose: To see where and how old people in Germany live.

Germany is confronted with the fact that the number of old people increases constantly. There are now approximately 5,700,000 Germans age 65 and older, and one-half of this number, or 67% do not live with their families. They are alone; their daily routine is one of loneliness.

Old people are sometimes in the way; if they can remain useful to their families, they are tolerated. It is true that sometimes they are unwanted, especially when they become ill, bed-ridden, or require care; but in many cases economic reasons play an important part. World War II and increasing prosperity have created a housing shortage, and often there isn't room for the entire family in a typical German apartment. Often the family cannot take adequate care of its aged member because both parents and the older children work.

There are many small homes, commercially operated, that care for the aged. Here they are often miles from the family and have to do without their familiar furnishings. They are alone to end their days in loneliness and in the knowledge that they are no longer needed.

Germany has taken long strides in her attempts to care for the aged. In Baden - Württemberg, there are 400 Old Peoples' Homes. Many were founded by religious groups; others are state- maintained. The need is so great that 16,000 new places are needed each year. The waiting list is long; it is only upon the death of a member or in the infrequent cases in which relatives bring the old person back into the family that space becomes available. Most applicants have to wait three or four years for a place in a Home.

Five of our group were privileged to visit the Dr. Vöhringer Heim at Nürtingen-Oberensingen. Here, in a natural and beautiful setting, stands an attractive, modern edifice, built to accomodate 110 persons. The grounds are lovely with trees, flowers, shrubs, walks, park benches, and lawns. The building is so constructed that each room has either the morning or the afternoon sun.

Our first impression as we entered the building was one of cleanliness, pleasantness, good taste, and contentment. The kitchen was efficiently furnished and the dining hall was most attractive - both of modern design. An elevator with an upholstered seat for the passengers was centrally located.

The rooms are of one size and may be furnished by the occupants according to their individual tastes, with furniture, pictures, and valued articles to make them homelike and attractive, and to give the occupants a feeling of individuality and personal ownership. Married couples have double rooms with and adjoining door.

To maintain a feeling of being useful and needed, small chores are given to the occupants. They make their beds and clean and tidy their rooms. Once a week a maid gives the room a thorough cleaning. Breakfast is served in their rooms, so they may take their time dressing or eating as they wish. The evening meal also is served in this manner. On Mondays, Wednesdays, and Fridays everyone is required to dress for dinner which is served promptly at 12 noon in the dining hall. In this way they gather as a group and enjoy these meals as special events.

The members of the Home enjoy visiting with each other. They may watch TV, stroll through the premises, read, write their memoirs, do handwork, and use the typewriters. Daily visiting hours from 3-6 P.M. accommodate those who may wish to visit loved ones.

If a member is unable to care for himself, trained maids are present to assist. When the member becomes permanently ill or bedridden, he is moved to the hospital which is a part of the home. A competent doctor is close to care for the patients, and nurses are on duty at all times. Operations, when needed,are performed in the county hospital.

Forty percent of the 110 occupants of the Home are of Evangelical faith, 30 percent Catholic, and 30 percent of other denominations. On Saturday evenings and Sunday mornings services are held in a church adjoining the grounds for those of the Protestant faith, and on Sunday mornings in the village church for those of Catholic faith.

The personnel consists of the director, Mr. Graf, his wife, the caretaker, six kitchen workers, seven regular maids, three or four replacements for Sundays, and volunteers from the Red Cross.

Near the Old Peoples' Home is a Home for wayward girls. These girls are given another chance in life and are trained to help care for the aged. In general, they have proved themselves, and a warm bond of friendship sometimes grows between them and their charges.

Anyone is admitted to this home as space is available. Political affiliation, social standing, wealth, or poverty are not made a consideration. The menus, the rooms, the treatment, the care, the rent are equal for all. They pay once a month, in person. If a person has no income, the state pays for him. If, when he dies, he has property or an estate, this reverts to the heirs of his choice.

It is interesting to note that the average age in the Home is 78; there were even several who boasted 95 and 96. A woman of 96 successfully underwent a gall-bladder operation. The Home has a crank-operated apparatus with a seat into which a bed-ridden patient can easily be placed to allow him to get into the bathtub with minimum effort.

We visited many of the aged. They were all happy and contented and enjoyed showing us their personal belongings brought from their former homes. Some were busy with crocheting and sewing. A new home is being built and much of the needed furnishings will be made by hand by the old people within the limits of their abilities. To keep them useful and busy is to keep them happy.

Our visit was a pleasant and satisfying one. As we left the building with the " Aufwiedersehn" of its members ringing in our ears, we realized how very much an elderly

person needs his own home to be happy. He needs understanding, a feeling of usefulness, love, and tender care. This he receives in his Home for the Aged. Germany's great need was stressed often by Mr. Graf, the director, "We need more room! We need more help! Our old people need a home!"
What a challenging need!

8. A Visit to the County Hospital (Kreiskrankenhaus) of Göppingen.

Interviews with Prof. Dr. Fuchs, Head Surgeon, the Head Nurse, the nurse in charge of nurses' training, and the Assistant Head of hospital administration.
Purpose: To study the operation of a German hospital.

We were greatly impressed by the cordial reception that was extended to us upon our arrival at the Kreiskrankenhaus of Göppingen. We arrived at the time of the traditional "Nachmittagskaffee" (afternoon break for cake and coffee), and we were offered coffee, ice cream, and the most delicious fruit-covered cakes. In spite of the personnel shortage, the four ladies and gentlemen mentioned above took time out for almost two hours, to talk to us about their hospital and to answer our many questions. They gave us detailed information about the operation of the hospital, as well as explanations of the training programs for all staff members.

Hospitals in general. There are several kinds of hospitals in Germany. The University Hospitals are devoted mostly to research. City Hospitals are under the jurisdiction of city governments. County Hospitals, of which the one in Göppingen is an example, are supported by the tax-payers of the county. The fourth type, perhaps the smallest number, is the private hospital which is owned and administrated by private physicians.

The Göppingen Hospital has 900 beds and offers care in all medical fields, such as Internal Medicine, Gynaecology, which includes Obstetrics, Oto-Rhino- Laryngology, and Pediatrics. The only field of medicine for which they do not provide is that of Psychiatry. However, there is a 500 bed hospital in Göppingen exclusively for psychiatric patients.

Accomodations . A patient may be admitted in two ways, either through referral by his personal physician, or he may come in on his own and ask for care. There are three different categories of accomodations that he may choose. Most patients are in the third, for which the socialized health insurance pays 25 DM per day. This amount does not cover all the expenses incurred by the hospital in providing care for the patient. The difference has to be paid from tax funds. Whoever prefers to be in the second category will have to pay DM 30.--. That amount covers only room and board. Such a patient stays in a 2-bed room and enjoys better meals. A patient in the first category pays DM 39.-- per day for room and board and has the advantage of a single room and a special menu. For these two classes, all expenses other than for room and board must be paid separately. Charges are made according to the patient's economic status and may vary considerably.

Staff. The Göppingen County Hospital has a total staff of 580 persons, a chief surgeon, 45 other doctors, 200 registered nurses, and 64 student nurses, of whom 20 are performing their post-training internship. To become a physician, a student must graduate from a Gymnasium with an Abitur diploma and then take twelve semesters of Medical School. The State and Doctors' Examinations are succeeded by a two-year hospital internship. For specialization, four, five or six additional years are necessary, depending upon the field involved.

Nurses are also well trained. The minimum age for a student nurse is eighteen. The majority of applicants are _Mittelschule_ graduates, but a few _Volksschule_ graduates who show special aptitude for the work are also accepted. The training period lasts three years. At the end of two years, a State Board Examination is given, after which one more year of practical experience is required. A registered nurse can always be recognized by a large pin and a band on her cap.

Doctors' salaries range from DM 18,000 per annum earned by assistants to DM 36,000 earned by specialists. A chief surgeon's salary is somewhat higher. Doctors are required to be members of the Medical Association (_Ärztekammer_).

General Observations. Payments to the socialized health insurance are required of all employed persons whose income is under a certain minimum. About 10% insure themselves voluntarily; only a very small number are not covered at all by an insurance plan.

The average stay of a hospital patient in Germany is longer than in America. The chief surgeon in Göppingen expressed the opinion that the total recovery of a patient can be better assured by a longer period of supervised convalescence.

Before we left the hospital, we toured the grounds and were impressed by the amount of care and thought given to the beauty of its surroundings. Sunlight and air had carefully been considered. Flowers were everywhere - in the patients' rooms and the adjoining balconies, in the doctors' and nurses' quarters as well as in the park outside. This trip proved to be one of the most informative of all the field trips we have undertaken during our study.

D. Conclusion. Our observations revealed to us that the German social structure is undergoing rapid and far-reaching changes. These changes start in the smallest unit of society, the family.

While the average family of three or four decades ago consisted of three or four generations, such typical Grossfamilien (large families) practically no longer exist. The typical German family is the Kleinfamilie consisting of the parents and their unmarried children. 64 per cent of all old people now live alone or in Old People's Homes; they are no longer truly a part of the family. The average number of children per family has decreased: the statistics give the figure of 1.9 child per family. The time is approaching when there will not be enough young people to take care of the increasing population of old people.

In her talk to the entire Institute, Frau Springe pointed out that more marriages end in divorce now than ever before, and this is partly due to the physical separation of place of residence and place of employment. Husband and wife know and understand very little about one another's work and daily life. Marriages like these are more prone to fail in a crisis than the old-type family where the husband practiced his craft in a shop in his own house where he was close to the family. His wife took over many duties in her husband's business. The family of the Boll cabinetmaker whom we visited is one of the few that are left of this kind.

More married women hold jobs than ever before. The aspired standard of living is high, and not many husbands earn enough to reach this goal. Since industry desperately needs female labor to make up for the lack of male help, women have no difficulty in finding jobs.

In 1962, 35 per cent of all persons employed were women. 32 per cent of all married women were holding jobs (in Stuttgart, even 38 per cent). Of these, 45 per cent have children up to 18 years of age; the children of 11 per cent of them are taken care of outside the home. Of the 45 per cent mentioned above, 41.6 per cent work full-time. German industry does not offer many part-time jobs.

It is interesting to see what social strata are affected most by this development. 64.2 per cent of the working women are married to blue-collar workers, 20.3 per cent to white-collar workers, the rest to Government officials, retired men, or owners of businesses.

Increasing female labor naturally contributes to the rapid change of the social structure of Germany and causes many problems. On the other hand, it is just one of many aspects of Germany's astounding economic growth.

The higher standard of living as a result of this economic growth is reflected in the comparative figures of the income and expenditures of a typical household of six (parents and four children) in 1950 and 1960:

	1950	1960
Total Income	DM 342.82	DM 759.12
earnings of the breadwinner, resulting from his primary occupation	(DM 303.58	DM 658.06)
taxes and obligatory insurance	DM 37.74	DM 88.67
income after taxes, etc.	DM 305.08	DM 670.45
of this net income, the family spends	DM 294.09	DM 641.94
balance (savings)	DM 10.99	DM 28.51

We have, in these past weeks, talked to many Germans, visited them in their homes and on their jobs, and seen institutions which play important roles in their lives. In recording our observations in this report, we are fully aware that they are very fragmentary and that we must be careful not to draw definite and generalizing conclusions. The economic and social change that Germany is now undergoing and the problems that this creates were, however, obvious to us. Having seen much evidence of the forward-looking and enterprising attitude of the people of Boll and other villages in this area, there is, however, no doubt in our minds that they will solve the problems and will enjoy living in a modern society and in the modern communities that they are building for themselves.

V. Housing and Housing Developments

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1. Introduction

The study of the efforts in post war Germany to provide adequate housing for its inhabitants has had unique and fascinating aspects. These efforts are typified by the planning of housing developments in Nürtingen, and also in the area surrounding Göppingen. Our report covers several aspects of these efforts: housing provided for industrial workers, both native and non-German; the problems involved in home construction, financing, and meeting the building regulations; the furnishing and interior design, not only in the middle-class development home, but also on the farm; finally, the problem of the farm itself, whether it be a self-contained unit in the country or an old style village farm.

Throughout Nürtingen's long and interesting history many upheavals such as wars, pestilences, fire, famine and nationalization have left their mark. Through all these changing social, economic and political conditions, the problem of adequate shelter has always been in the foreground -- whether the community lived within the walled towns of the Middle Ages or away from the big city in today's well-planned housing developments.

2. The Settlement History of Nürtingen

The settlement history of Nürtingen is very closely tied to the general history of Swabia. The city lies in the Neckar Valley, which cuts across the Swabian plateau.

The territory of the present Swabia has had human inhabitants since prehistoric times. The archaeological excavations in the area around Nürtingen prove the existence of farming settlements around 300 - 800 B.C. Sometime between 12 and 9 B.C. the Roman Empire conquered the Swabian (Allemannian)-Bavarian territories. By 150 A.D. the general boundaries were established, and Roman fortifications, settlements, and villas appeared behind the boundary lines called the limes. The limes was a wall built of stone and wood, fortified at regular intervals with watch towers. The limes served as a barrier to the mass migration of the Germanic tribes southward. However, the presence of the Romans afforded the opportunity for gradual assimilation of the higher Roman culture by the Germanic peoples and resulted in an elevation of the Germanic cultural standard.

The pressures of eastern Europe were too great for the limes to withstand. Seeking new agricultural territory and fleeing before pursuing tribes, the Allemanian peoples wrested control of Swabia from the Romans. By 260 A.D. the conquest was fairly complete. The Celtic and Gallic tribes in the area were forced to the West, and such minority groups as were left were assimilated by the invaders. The Allemanians organized themselves into a loose federation of Sippen (family organizations), each consisting of 5 to 8 families.

The name of the chief in each Sippe is still to be found in the names of the many Swabian cities and towns. Detingen was "Dietrich's farm", Tailfingen "Tagiloff's farm", and Nürtingan "Nurto's farm". The original village (called Nuitritingen) must have been founded around 300 A.D.

In 496 the territory of the Allemanians was conquered by the Frankish king Clovis of Merovingia. Frankish nobility was placed in the country to rule over the tribes, and it was during this Frankish rule that the population of Nürtingen was christianized.

Apart from general Swabian history (the Hungarian invasions in the 9th and 10th centuries, the reign of King Otto I, the foundation of the Holy Roman Empire and the Wars of Investiture), little is known of the history of Nürtingen until 1046, when it is mentioned in a document wherein Emperor Henry III gives a manor in Nürtingen to the Bishop of Speyer.

When Nürtingen was elevated to the status of a city is difficult to determine. Most probably it was done in the first half of the 14th century by the counts of Württemberg, since documents pertaining to the city wall are extant, dating from 1354.

In the 13th and 14th centuries the king permitted the governing nobility to collect the various trades and workers of a particular township into one location. The resulting larger communities around the castle (Burg) were the predecessors of the present-day Swabian cities. The six cities founded in the above manner are Nürtingen, Kirchheim, Neuffen, Owen, Weilheim, and Grötzingen.

In the fourteenth century the center of Nürtingen grew up around the church and the castle. The latter is dated at around 1327. The city was surrounded by a triple stone wall and a double moat. Four fortified city gates gave access from all directions. As in all of Europe, medieval life in Nürtingen was predominantly agricultural. The early important industries in Nürtingen were outgrowths of agricultural needs, namely the grain mill, built in 1284, and the wineries, existing since the fifteenth century.

The Reformation came to Nürtingen under the rule of Duke Ulrich in 1534. At that time the churches became Lutheran and the monasteries were disbanded and their possessions secularized.

The city suffered great losses in the plague of 1585, which claimed the lives of one-third of its inhabitants. A very severe blow was dealt by the Thirty Years' War (1618 - 1648). Vestiges of the Croatian and Swedish family names are still found in the area, reflecting the intermarriage of Germans with the invaders. The Croatian troops, after defeating Nördlingen, plundered Nürtingen in 1634, killing 114 inhabitants and burning down 49 houses. In the following year the plague took the lives of more than one half of the population. In 1750 a fire broke out, destroying the city almost completely, levelling a number of valuable architectural monuments.

From 1751 to 1756 the city was reconstructed. The former wooden half-timbered type of dwelling was replaced by buildings incorporating both stone and half-timbered construction. The houses of this period are still to be seen, recognizable by the gabled ends on the street side.

Since the time of the Thirty Years' War the recuperation and growth of the city has been retarded by numerous wars, the most important of which were the Wars of Spanish Succession, the Napoleonic Wars, the Wars of Liberation, and the Franco-Prussian War. Many citizens lost their lives in these wars, and the city had to carry great financial burdens. Many emigrated to other lands for political, religious or economic reasons. About half of these emigrants went to the United States (Pennsylvania).

The city suffered considerable losses in human lives and property in the two major wars of the 20th century. In World War I Nürtingen supplied 1500 soldiers, of whom 283 were killed. In World War II 2123 men and women of Nürtingen were killed, and 148 are reported missing. In 1944 many houses were destroyed by bombs, and in 1945 the city was strafed by airplanes, causing further loss of life.

The first industry to develop in Nürtingen was the textile industry, founded by Melchior & Co. around 1812. Other mills followed, and from that time to 1950 numerous non-agricultural enterprises developed. There are 100 industrial concerns, 374 handicraft shops, 175 retail shops, 43 wholesale businesses, etc.

Industry in Nürtingen falls today into the categories of of textile, metals, lumber and concrete.

Nürtingen boasts one of the most important machinery-building plants in Germany, the firm of the Heller brothers, founded in 1867. The firm manufactures principally machine tools, automobile parts and electrical appliances.

Most of the industrial and trade enterprises came to Nürtingen around 1900, but nevertheless the face of the city began to change markedly around 1850, when large numbers of craftsmen settled there. Lack of space for building caused a number of changes: the city wall was razed and the city moat was filled in 1837. The inclusion of stores on the first floor of residential structures caused considerable deformation of the Baroque facades erected after the Great Fire. Protection of architecturally valuable buildings has begun in the 20th century, along with a tendency to plan more consistently for the future.

Recent city planning serves three purposes: the building of government-sponsored housing, public welfare, and transportation facilities.

The first government housing was erected in 1919, and another development was built by the Heller firm in 1939. Other such settlements are the *Jettenhartsiedlung*, *Im Kißling*, and *Neue Halde* (1936 - 1942).

Some old and historically interesting structures that have remained are the *Stadtkirche* (city church), built in the 11th century, the Holy Cross Church (15th century), a patrician house on the city square (1578), the Latin

School, and the blacksmith shop. There are still many wells, that in previous centuries supplied the housewives with water and an opportunity to gossip.

Nürtingen's present population is 21,000. It has absorbed 6,500 refugees from Communist-dominated areas, but must still import workers from foreign countries, because of the continuing lack of labor.

60% of Nürtingen's inhabitants are Protestant (evangelisch). 30% are Catholic, and 10% belong to various independant churches.

In 1938 Nürtingen was made a county seat, and within its district are 48 townships. The active role which Nürtingen is taking in city planning within the county will control the settlement picture of the future Nürtingen to a large extent, and write another chapter in the long history of the area.

3. Industrial housing of non-German workers.

Because of a shortage of native factory workers, Germany has been forced to import men and women from neighboring countries. The 802,000 foreign workers, of which 20% are women, are principally from Italy, Greece, Spain, Turkey and Yugoslavia. This influx of laborers is steadily on the increase, with at least 72% of the immigrants under 35 years of age.

What is being done to provide for these new residents, many of whom cannot even read or write their native tongue, and whose former living conditions have been so different from the conditions of their new home? This problem has had to be faced largely by the individual firms and manufacturers, since the German government itself provides no financial support for these immigrants.

In investigating the arrangements of three firms, we observed three different solutions to the problem. One firm chose to leave the problem of adjustment completely in the hands of a Protestant social-work group, with the employer contributing only a percentage of the financial support for housing.

The second employer, by contrast, not only rented homes for new employees, but also provided a staff to supervise their living conditions.

The third factory contributed nothing at all in the way of special housing for its foreign employees, as this proved unnecessary.

One of the most interesting and carefully planned enterprises to accommodate foreign labor is the Albblick youth-village, supported by the Haefele Spinning Mills of Ebersbach. The Christliches Jugenddorfwerk, which sponsors the peoject for the factory, has delegated full authority of administration to three protestant social-workers who have been especially trained in Christian and democratic education and who serve as "mothers" to the girls.

Albblick consists of 3 buildings. In the first are the administrative offices, the dining halls and the club room, where guests may be entertained. The other two house the 75 girls (aged 15 to 25). One of these buildings has single rooms for the older age group, while the other is occupied by younger girls, who live in double rooms. It is interesting to note that the honor system prevails, and that no room is ever locked.

Albblick, situated high on a hill overlooking the beautiful Fils Valley, has been carefully planned to give the girls the utmost in personal direction, contentment, and comfortable living conditions. Because these optimum conditions tend to retain workers for longer periods of time, therby cutting down the turnover, no expense seems to be spared in achieving this functional goal.

The course of events in a typical foreign laborer's life upon arrival at Albblick may be as follows: For three months, under the direction of a German teacher from the Goethe Institute, the girls study German and work part-time as apprentices. For this, they receive their room and board and DM60 per month. It takes three years to complete the apprenticeship. Thereafter the firm pays them what is considered by German standards to be an excellent wage. From this wage, DM120 are paid to Albblick for room and board. The factory contributes an additional DM60 for each girl. Accordingly, after living expenses and taxes, a girl can earn as much as DM400 net per month. Because the company assumes an initially high capital investment, the girls are encouraged to work for the firm for a minimum of two to three years after their apprenticeship.

The personal adjustment of a newly arrived girl is frequently difficult. We discovered that some had not known plumbing in their homeland. Others had never undressed or bathed for the night, and knew nothing about decorating and arranging their quarters. We were shown rooms of recently arrived workers as well as of some older residents. One Italian girl clung desperately to the security of the Old Country. She treasured a gigantic home-made cheese of strong odor, and planned to consume it gradually. This was the only evidence of her individuality present in her room at the time! The other girls, as well as the "mothers", showed an amazing amount of tolerance for the situation. This tolerance seemed to transcend all else in the Albblick.

There is a strong feeling of unity of purpose and strong pride in the home. The girls take turns washing dishes, planning the menus and washing the dishes. Because there are three shifts of workers in the factories, Albblick must function eighteen hours a day.

Since the girls are young, in a strange country, and rarely mature enough to rely on their own powers of decision, the "house" has a complete set of rules, which have been formulated by the girls. All adhere religiously to them. Since the mores, background and environment have been so different for most of them, it is at times difficult to instill new habits and values. Nevertheless, with time and patience this seems to be accomplished surprisingly well. Not only does there seem to be no overt conflict or evidence of individual nationalism, but all make a concerted effort to get along well with others. No distinction according to nationality is made in room assignments or delegation of jobs.

The textile machinery demands strong nerves. From the health standpoint this requires a balanced diet to which some of the girls are not accustomed. Cleanliness of body and surroundings likewise have to be encouraged. There is one shower for every three girls, and a tub bath for every nine. There is a laundry service for the girls, but they must do their own ironing.

Finally, after discussing the girls' work experience in the factory, and their home duties in the Jugenddorf, we should mention leisure time activities. A gymnastic class, a crafts club, and a dancing and singing club meet weekly at Albblick. Moreover, the local churches welcome these girls into their religious and social activities. It may thus be concluded that the Haefele Spinning Mills have taken an important step in achieving high morale, and have had great success in assimilating the much-needed foreign labor in its factory.

While visiting another firm, the Stollwerk Chocolate Factory in Cologne, we questioned our guide about the situation of non-German workers as the Stollwerk company faces it. The factory currently employs between 500 and 600 non-Germans, which represents roughly 20% of the firm's work force. Unfortunately the time available for visits prevented us from visiting the quarters provided by the firm, hence we cannot report any personal impressions concerning the quarters. However, the following details do indicate the extent to which the factory is involved in providing suitable living quarters for non-German workers. For the 100 to 125 non-German male workers, the factory itself does not find it necessary to supply quarters. However, the firm directs its attention to the adjustment of the rural non-German female workers to city life. For these women the firm has rented entire living quarters, and it is a condition of employment that they reside in these quarters. German employees are specifically hired by the firm to supervise these homes. Some very strict house regulations are kept in force. There are regulations concerning maintenance and cleanliness of the house, and an evening curfew hour of 10 p.m. is stipulated. Since the general goal of non-German workers is to earn the good salaries available, and to use as much of this money as possible in their native land to improve the economic lot of their family, the factory tries to make it possible for the worker to save one-half of his salary. Accordingly, the rent in the quarters provided is DM 1 per day. For this nominal charge the worker is provided with a completely furnished room, heat and light, and hot and cold running water. There are provisions for the workers to prepare their own breakfast and evening meal. The main meal of the day is the noon meal, which can be purchased for 40 Pfennig in the factory cafeteria. Non-skilled workers earn DM 2 per hour, and as the worker develops the necessary skills required, the pay rate increases to a maximum of DM 3.50 per hour.

A majority of non-German workers begin very soon to attend evening classes in the German language. Within a few months many are able to achieve enough proficiency in using the language to ease the strangeness of having been transported into a different culture. The Heller machinery firm in Nürtingen reported no specific measure to provide living quarters for the non-German workers employed. For Heller this activity does not seem to be necessary, because the workers who are hired for the technical types of job required are not usually available from the immigrant population.

The contrast in the extent of involvement of the three firms serves to underline the uniqueness of this European worker problem. The foreign worker in Germany is obvious throughout the country. He brings along countless problems stemming from language differences, as well as from the lonliness of a new life in a strange land. The one theme that we have discovered in investigating this modern problem is that Germany as a country is aware of it, and is handling it on the local level with apparent competence.

4. Home financing.

I. Background information:

Since the Second World War the West German housing situation has been characterized by scarcity. The existing shortage of about 1.5 million dwellings before the war was complicated by the war and its aftermath, and further by the large number of exiles and refugees that came into the confines of West Germany since the war. Approximately 2.3 million homes were destroyed through the effects of the war and a large number were badly damaged. In view of the situation the occupational powers introduced a housing control program to work through the laws of the states and exercise control over the existing dwellings. The first post-war German government, too, saw itself faced with the task of constructing new dwellings. Although 300,000 dwellings were built during the years 1946 - 1948, no real contribution to alleviating the housing situation was effected. Rental of pre-1948 dwellings was held in governmental control with the distribution of these dwellings directed from an organization of "public dwelling offices".

Seeking a program that would gradually place the housing situation in the hands of market investors, the government produced a program that advocated three types of dwellings: the publicly financed dwelling (above all the Sozialwohnungsbau) was considered as one being from public means in the form of interest-free (or minimal-interest) loans and subsidies. The first mortgage was to be procured from market capital with subsidy then entering the picture. The conditions for receipt of such interest-free loans were 1) that the dwelling meet certain minimal specifications regarding size and outfitting, and 2) that the owner (builder-owner) personally produce some fund of money. These dwellings, being intended for rental purposes, were favorably priced and could be rented only to those whose "family" income did not exceed DM 750 per month. Moreover, for renters of limited incomes rental assistance up to 15% of the rent cost was available, and was figured in proportion to the income. Rent cost was determined by the area of the dwelling in square meters until 1956, when the second housing construction law repealed this in favor of a formula which took into account the rising costs and their relationship to rental returns.

The tax promoted and free-financed dwellings were not so restricted as the publicly financed dwellings. The free-financed dwellings were also not subjected to rental control, thus enabling the rental to be determined by free business principles. In contrast, however, the tax constructed dwelling could be considered as price related living space. Here the lessor and the lessee could bargain, but should the rent return not offset expenses, the agreed rental rate could not be altered within the contract year. The tax constructed dwellings also were to be accepted as released from the land tax burden for a period of ten years after construction.

In addition to these three basic lines of housing construction, such neccessary housing as follows was also to come from public means: housing for refugees and exiles; housing for miners; and housing for such persons as had yielded their properties for defense purposes. In addition, in the case of agrarians, housing for farm hands and field workers also fell into this category.

To progress from a position of subsidizing rental dwellings, the government, with the second housing authority law, aimed at a policy that would encourage private ownership of homes and family involvement in home construction. This caused many to procure less expensive lots outside city limits, which, in turn, incited the argument that "money was being sucked out of the cities and piped into the country."

In line with promotion of family-owned dwellings, certain lines of policy were followed. Construction of private homes and ownership dwellings received precedence. Public funds for such purposes were distributed in proportion to the size of the family and its income, with subsidies for the private home, in general, set at a rate 10% higher than that for rentals. The owner-builder of the private home receives an additional family loan in proportion to the number of children in the family (up to five). When multiple-family dwellings are constructed, the owner or the Baugenossenschaft is legally bound to a promise that the dwellings be sold. The construction of such multiple-family houses is intended to provide ownership dwellings for more persons at a much faster rate. To further encourage lenders and Sparkassen to provide loans, 25% of the contribution comes from federal funds and may increase in relationship to the size of the family which procures the loan.

The Federal Government has then intended a gradual transition from the crash housing program to a point at which house financing will be absorbed by common market economics and the principles thereof. The success of such a program of transition is exemplified by the fact that by 1960 federal housing control offices in ninety-four districts of the Federal Republic were abandoned, because housing in those areas was provided to a point at which 3% or less demand for housing existed. It is anticipated that a balance in housing supply and demand will be struck in about 1965. Rent restrictions will be removed in January of 1966 or

1967 at the latest, and encouragements will be made to bring all housing into the realm of the common economic market. Yet the provision of 15% rental cost subsidy will be maintained as a family income stress adjustment until means come into accord with costs. This will be maintained as long as costs continue to rise. As the crash housing program nears an end, gradual restoration and modernization of the older construction will be encouraged to eliminate unhealthy conditions.

As a supplement to the construction laws and the Lücke plan, certain other objectives were to be stressed. Among them the following items were dealt with: the removal of price stops on undeveloped lots; the bringing of the building lot market into the general market economy; and the creation of a land market that would provide building land at favorable and just prices. To bring about these objectives, certain measures were to be applied. Land hoarding and profiteering were to be turned against one another so that a balance could be gained; price stops were to be lifted on undeveloped land; federal constributions were to be available only after the completion of a development includin the streets; the ground tax was to be placed at a rate four to six times normal on "construction-ripe" lots to encourage their sale; communities were to be charged with the task of identifying suitable construction sites and making them available; assessorships were to be established to evaluate the price of land for consumers. Communities will have the right of land pre-emption (imminent domain) to bring suitable land into the total pattern of city planning. In such cases as the land is pre-empted, just compensation will be provided in proportion to the market value of such land. With these measures a land market with favorable price structure is hoped for. To encourage this land market for construction purposes, the government has

donated 8000 hectares of its land.
To sum up the total accomplishments of the housing construction program, the following facts stand out: between the years 1951 - 1956, two million dwellings were constructed under the first housing development law; under the second housing construction law another 1.8 million were provided by the end of 1962. These figures, however, represent only the efforts of the Sozialwohnungsbau, and not private efforts. In total from 1949 to 1960, approximately 5.8 million dwellings were constructed in West Germany (excluding West Berlin and the Saarland). In West Berlin about 148,000 dwellings were constructed during the same period. These figures, of course, represent a very high investment, which approximates more than ninety-one billion marks.

To grasp the picture from the viewpoint of one desiring to own a house, such information on financing as follows is provided.

II. Specific information regarding home financing.

A. Individuals building homes through the facilities of a Bausparkassegenossenschaft (BSKG), receive lots from this organization. The homes usually follow the pattern of row-houses or duplexes.In rare instances one-family homes are built. This is due to the high cost of lots and building construction. These homes are provided ready for occupancy by the contractor who is usually affiliated with the BSPG.

B. Normal finance procedure.
Financing of desired constructions is realized by means of private capital and borrowed funds.

Without some personal private capital it is impossible to build a house. This is a matter of law. The gathering of these funds is best realized by means of a construction savings agreement with the BSPG. The funds which are saved in this manner receive a special consideration from the state. The depositor has two alternatives with respect to the use of his deposits: he can elect to receive construction premiums from the state of up to 400 DM yearly, according to his deposits, or he can have them rendered tax exempt.

According to the agreement with the BSPG, 40% of the agreed sum (BSPG monies to be put into the house) must be saved by the depositor within a specified number of years. His savings receive 3% interest. The remaining 60% of the agreed sum is yielded by the BSPG at the time of the purchase of the house as a loan bearing 5% interest and is usually considered the second mortgage. The amortization rate of this loan is 7% per annum which calls for the last principal payment within an approximate period of twelve years.

Some German industrial companies give their employees a year-end bonus which is a normal month's salary. In order to encourage the purchase of private properties, the state offers the future house buyer the opportunity to deposit this entire check and receive a 3% interest annuity over the years of his savings agreement, or have the entire amount exempted from his personal income tax.

The purchaser's savings and the money from the BSPG do not constitute the total funds needed and must, therefore, be supplemented from other sources. These funds can come from the BSPG itself, private capital, banks, state funds, or insurance companies. The portion of the capital outlay is secured by means of a first mortgage and bears an interest rate of 6 - 61/2% and must be amortized at the rate of 1% per annum over approximately 35 years. The first mortgage will cover up to 40% of the cost of the lot and construction. (The BSPG can elect in cases of one and two-family homes to invest an amount up to 80% of the total costs. In this case the government clearing house takes over the provision and security of the other 20% and the cost of the yearly amortization at 1% of this amount.) In addition to the normal 60% loan limitations there are other loan classes. Thus low-income families receive state loans and family subsidy loans (based on family size and income capabilities). As personal contributions to the BSPG savings funds the following items can serve as capital: Income from rental units which may be built into the planned house, compensation for exiles and refugees from the east zones who can demonstrate 1) that they held properties that were bombed out, or 2) personal ability to make on-site construction contributions.

C. Supplementary loans to the family from the government.

If the yearly income of the family, inclusive of all wage earners, falls into the DM 9,000- 10,800 bracket the following is applicable: The family can borrow DM 12,000 from the BSPG at an interest rate of 1% (35 - 50 year maximum). In addition, a sum of DM 2000 beginning with the second and for each suceeding child, to a maximum of five children, can be borrowed. This money is interest free and must be amortized at the rate of 2% yearly. Another type of assistance is an interest-free loan in the approximate sum of DM 5000 which is available to people who are displaced persons and those fleeing from Soviet zones who are living under sub-standard living conditions. However, these people do not have the right to demand such a loan.

This type loan must also be amortized at the rate of 2% yearly.

Loans to young families are available up to DM 4000. Such loans demand 2% interest and are amortized at 10% yearly. People who fit this category are engaged couples, newlyweds, and couples not married more than five years. The age limit has been placed at 35 years.

Loans to officials of the federal government and the states are available up to DM 15,000 depending upon the family circumstances. These loans demand a 2% interest rate and an amortization rate of 2%.

D. Tax benefits available to those who procure their own homes.

A person who purchases a parcel of land for the purpose of building a house is exempted from the yearly land tax on the property provided he begins to build within a five-year period. (Normally the land tax is 7% of the purchase price of the property.) In addition there are tax benefits over a ten-year period. The benefit lies in the fact that the tax on this property can only be raised according to the tax schedule which existed at the time the property was purchased. This means that the land will only be taxed according to its original purchase price and not according to a new property appreciation evaluation.

A special tax depreciation schedule is available to the new home buyer or builder when calculating his income taxes during the first ten years. He may deduct 47% of the total completion costs minus the purchase price of the land at the rate of 7.5% over each of the first two years and 4% per year thereafter for the next eight years. Should the builder desire to take advantage of this special ten-year write-off schedule, he must construct his building so that a minimum of 66 2/3% of its total area is used as living space.

III. Specific examples of committee findings.

A. Homes visited in Nürtingen which were purchased through the help of the Heller Bros. Co.

1. We visited one unit of a duplex. The cost of this unit was DM 32,000 in 1935, and Heller sold the land to the buyer for DM 4.-- per square meter. It had an entrance hall, moderate sizedlivingroom, dinette-kitchen, and bath on the main floor. Upstairs were two bedrooms and a hall. The husband works for Heller Bros. as a locksmith and earns approximately DM 1200 per month. The house will be paid up by 1975.
2. The second house which we visited was a two-over two-under four-plex. The house is twelve years old. Its original construction cost was DM 22,000 per half (a one over, one under unit.) The present occupants purchased the unit seven years ago. Although house values had appreciated greatly in the intervening five years, the Heller Co. sold this half of the house to the present occupants for the original construction price of DM 22,000 due to its badly damaged condition. The buyers were a couple, and the wife's parents, both husbands of which were employed by Heller Bros. at the time of purchase and had personal savings accounts at the Nürtingen BSPG

totaling DM 12,000. They were immediately forced to spend approximately DM 12000 for repairs and remodeling. This home will be paid off in seven more years.

3. Single one-family house: This house has a large well-appointed living **room,** a large dinette-kitchen, dining **room** and a bath on the main floor. There are three large bedrooms, a sewing room, hall and a half-bath upstairs. It also has a 3/4 basement with a combination coal and oil-fired furnace, laundry room , and a large wine cellar. The cost of this home was DM 44,000 nine years ago. The land was purchased from Heller Bros. at DM 4.-- per square meter. The husband had DM 7000 in savings at the time of the purchase. He started as an ordinary employee of the company after the war and has worked his way up to the position of purchasing agent in charge of tools, and now earns approximately DM 1200 per month. The house payments are DM 125 per month and the home will be paid for in twelve more years. Note: the approximate building costs in the Göppingen area are DM 120 to 150 per square meter. A multiple dwelling unit of approximately 100 sq. meters would cost DM 80,000. Building lots in the same area cost approximately DM 30 per sq. meter. A multiple-dwelling unit of the above description built on a 300 sq. meter parcel of land would require an outlay of DM 170,000.

Construction costs themselves are rather moderate, but building lot prices are exorbitant, especially in the larger cities. This second item forces the total cost of building in Germany to a very high point. To alleviate this problem and encourage its people to become owners of an apartment or a single dwelling, the Federal Government has generally arranged the various assistant measures described above, for which the population is both grateful and responsive. Most families feel the desire to save toward the ultimate goal of home ownership -- be it for an apartment or for a private home. One has only to check on the billions of DM which pass through the BSPGs yearly to attest to this fact.

5. Building Code and Regulations

To understand German building regulations, one must first investigate the process involved in bringing a building project into being. First there must exist a need for a building project to be undertaken. This need can be easily established when one recognizes the fact that large numbers of refugees and visiting workers are present in Germany today. Once a community has established a need to provide additional housing for its citizens, it may contact a consulting firm for the purpose of drawing up suitable plans for the local city planner. This planner, together with the mayor and the city council, either approves or rejects the plan. If the plan is approved, it is turned over to the municipal surveyor's office. This office then surveys the land and lays out plots. The plan then becomes public information and is published for a period of thirty days. During this thirty-day period the public may register any complaints against the plan and meet with building authorities to discuss differences. Once an area plan has been accepted by the community, represented by the town council and the mayor, this area plan and the stipulations which are a part of it, have the effect of a local law regulating building in the area concerned. The building authorities then call for bids to begin actual construction and provide utilities. The building contractors must adhere to building regulations as outlined by the building authorities on the local level and also those set forth by the Federal Government on June 23, 1960. A building plan must include space for playgrounds in the case of residential areas and also include parking space in industrial areas. Not more than 70% of an industrial area may be occupied by buildings. In the case of private homes most building plans include garages for the family car, thus avoiding the presence of parked cars on the streets.

Any type of new building must fit into a plan for the whole community, at least in theory. In applying for a building permit the plans must be clear and detailed in regard to the external appearance of the projected building. A house plan may be submitted by an individual, but most often an architect will submit the plans, because he is in a better position to know the technical requirements which must be met. In the original application for a building permit, the immediate neighbors concerned must sign the application and indicate what, if any, reservations they may have concerning the proposed dwelling. The style of the building is controlled so that the flat and peaked roofs are generally not mixed, and even the pitch of the roof may be dependent on those of older houses nearby. The distance between houses is also now required to be greater than was formerly the case. Access to light, fresh air and garden or lawn space, as well as to parks, are always a part of the community plan. The maximum number of floors a building may have is also included in the community or area plans of towns and cities.

The building laws are administered and interpreted by the building department (Baubehörde) of the county (Kreis). This department may make certain justifiable exceptions to building regulations and may also decide on the validity of any objections or reservations on the part of neighbors next to the proposed building. Except for farms, building outside the boundaries of a proposed area or community plan is definitely discouraged and special permission from higher authorities must first be obtained.

The Federal Building Law of 1960 provides the guide-lines for local building codes and area plans. Locally there may be some flexibility in regard to the law, but in some cases, on the other hand, there may be strict enforcement of the law with no exceptions made for anyone. There is still a tendancy in some communities toward romantic conservatism, to the dismay of some up-to-date (but not necessarily avant-garde)architects and planners whose ideas may be considered too modern -- even when comfort, economy and functional practicability have to be sacrificed for the sake of conservatism.

Progress is certainly being made on a local level, as for example, in the projected Rossdorf housing development in Nürtingen. Plans are constantly being made and revised to continue the new and the old harmoniously and to provide for future population growth and traffic problems. Parking facilities, access to other parts of town, industrial development, well-coordinated residential districts with easy access to parks, playgrounds and shopping have all been provided for in the future area plans of this community. The modern community center includes provision for assembly halls, food preparation and church services.

In view of the limited space in Germany, the need for regulation is obvious. At least as important in the eyes of community leaders is that the outward appearance of the whole community must constantly be kept in mind and must be provided for in planning new additions to the community.

Behind every effort at urban and suburban planning is the general principle that planning is essential in order to retain the amount of individual freedom of movement which the Germans enjoy so much today. Although the tradition of democracy is relatively young in Germany, it definitely has taken root, and the citizens of this progressive country are determined to retain and expand their present individual rights and control over their future. It is with this objective that the Germans place so much value on concern and planning for the space in which they wish to live. Their homes and cities must be built in such a way that they will remain comfortable and aesthetically pleasing for future decades.

The total population of West Germany, 54 million, is living on an area of 96,000 square miles. This population density perhaps can best be understood if one visualizes one-third of the total population of the United States living in the state of Oregon.

Immediately after the war, construction took the form of a "roof over one's head". The housing shortage was so pressing that aesthetic considerations were neglected in the need to provide shelter. This emergency housing did not often provide electricity, water and sewer facilities and was abolished by law in 1948. National public building began in full scale in 1947 with simple, small apartments for large families with low income. Large refugee camps and youth homes were also built. In many cases, a 4-5 person family shared one room together and a kitchen with two other families. After 1955, the refugees were offered a stimulus to build; if they built at that time, they would receive full compensation for their loss in the Soviet Sectors. If the refugee did not build, he received only the interest on the value of the sum lost. Through such legislation, interest in private building was stimulated by the government. In the years 1960-1963 federal legislation has been exacted to insure building planning with the over-all objective of keeping the landscape beautiful, i.e. "planned beauty".

6. Home Furnishings and Interior Decorating.

To study the variations in furnishing and interior design in the German home, our group visited four homes in the Heller housing development in Nürtingen, an old-style farm home in the village of Neckartailfingen, near Nürtingen, and a self-contained farm outside the village.

The planning of a housing development encompasses not only the practical, but also the social and aesthetic The architect plans for the privacy of each family through the arrangement of dwellings and landscaping, and also provides an opportunity for social interchange. Thus people will meet and understand one another and broaden their social horizons -a trend away from complete immersion in the family circle.

With the help of the landscape architect, a basic horticultural scheme is planned which will ensure this seclusion through the grouping of shrubs and trees. Further planting reflects the taste and desire of the individual owner--whether it be fruit trees, a vegetable garden, or flowers.

When two generations live under the same roof, the desired privacy is planned carefully. The parents usually live in the somewhat smaller but completely furnished upstairs apartment, which includes kitchen and bathroom. In the new farm home outside Neckartailfingen, the one-story home was divided so that the older couple lived in the smaller quarters in the rear, and the younger, growing family in the larger area in the front. We found most children had comfortable, individual rooms or shared the room with one brother or sister. A place for quiet study was also provided.

These homes were tastefully and recently furnished in every case, and reflected the wave of refurnishing and re-decorating presently sweeping the country. When a young bride moves into her home, whether it be the lower floor of the family home or a small apartment, she will have furnished it completely down to the last dishcloth. She will have bought and paid for the furniture, bedding, linens, dishes, and appliances before she and her husband move in. This practice replaces the dowry to some extent. Sometimes, however, both young people will save together until they can buy and furnish their home according to their tastes.

The typical one-family private home has two stories and a cellar. The roofs are steeply gabled, although the younger architects prefer, and are attempting to construct, flat-roofed dwellings. Cement, stucco, and red brick are the most popular construction materials. The younger people, along with architects, prefer a more contemporary approach. Buildings similar to our split-level homes are beginning to appear. Post-war homes are generally smaller. They average three or four rooms plus kitchen and bath. Each new home now constructed is planned to contain either a garage or parking facilities for one car. Lack of parking facilities became evident with the post-war increase in automobile purchases.

Row houses have maintained their popularity since the post-war construction phase. These are also two-storied homes, side by side. Six to eight buildings are contained within one black and are identical in appearance. Most new homes are similar in appearance, as the use of construction materials is limited. The German family generally maintains its individuality within the home, with exception of the doorway and the abundance of flowers growing in window boxes and on the terraces.

Many German families live in apartment buildings. The construction of apartments has risen rapidly in relation to the cost of building a private home. Such buildings are much lower than ours, usually less than ten stories. They, too, are usually of cement and stucco. The average one-family apartment consists of three rooms, kitchen and bath.

German homes have similar interior construction. Building plans often differ only in measurements, although there is a shift toward the unconventional and contemporary design. Formerly, the kitchen was the focal point for family life, but today's family centers itself in the living room. The influence of television and the family remaining in the home are factors for the change. Today's kitchens contain benches, which are used for dining facilities and a work area. Many German homes have no dining rooms, and the guest dining area is often a section of the living room. The master bedroom is moderately large, but the children's rooms tend to be rather small. Wash basins are rarely found in the bedrooms of newer homes. Bathrooms are popularly divided into two sections. The toilet and the wash basin are separated from the bathing and washing facilities. Private homes which contain a full bathroom upstairs will also have a toilet and wash basin in the lower half of the house.

At the entry, there is a vestibule for hanging coats, and storing shoes, boots and umbrellas. Most German homes also have a terrace and/or balcony, which is decorated with flowers. Older homes lack the garage facilities, which are provided with the newer buildings. The cellar is unique. Here the German housewife stores her preserves, potatoes, wine and other foodstuffs. Apartment houses also provide similar storage facilities for tenants.

The Germans are presently enjoying modernizing their homes and purchasing home furnishings. This is particularly evident in their kitchens, bathrooms and appliances. Central heating, particularly in apartment houses, appears to be increasingly popular. The ugly radiators have been cleverly covered with a marble slab--imitation or real--on top of which there are usually many potted plants. Wooden lattice work hides the sides of the radiator. Thermostatically controlled oil heaters, which are rapidly replacing the coal and wood stoves, are similarly disguised. Because of the heat, however, the sides are covered with a metal grill. Thus the heating units serve a decorative as well as a functional purpose.

Particularly decorative are the stoves which many Nürtingen families favor, reflecting their love for the traditional. This stove is made of cast iron, covered with tile, and is built into the wall between the living room and another room, usually the kitchen or the entrance hall. It is fed from the hall side either with coal, briquettes or wood, so as to avoid cluttering the living room. In addition to heating the two rooms downstairs, such a stove also heats the upstairs rooms through ducts.

Where there is central heating, there is both hot and cold running water. Nevertheless, hot running water at all times is still a luxury. Most homes do have an electric, coal and/or wood, or oil heater for water, but they are used only when large quantities of hot water are needed--for washing clothes or taking baths. Hot water necessary for smaller household chores is heated in a kettle on the kitchen stove.

The kitchen stove, which in some homes serves both for heating and for cooking, is a combination coal-wood and electric stove. Otherwise the stove most commonly found is the small electric apartment-size type with no work or storage space. The electric refrigerator is also small, usually countertop height, as the housewife still prefers to shop daily for fresh fruits and vegetables.

Perhaps eighty percent of the homes have electic washing machines, and almost all of them have an electric iron. There are, however, few steam irons and few automatic washing machines. They do have a separate spin-dryer for wringing out the clothes to the point where they require little or no drying.

There are several reasons why a German housewife does not have an automatic machine: 1) the cycle requires too much time--75 minutes instead of our 45; 2) these machines consume large volumes of water; and 3) there exists the traditional preference to boil clothes instead of using bleaches. Furthermore, the machines are more expensive than in America, and since the average income is lower, the cost alone makes the purchase of such a convenience prohibitive. The same is true of the electric dishwasher.

Electricity is found in every home, even in rural areas. Thus the German housewife is apt to have more electrical appliances than other European housewives. Regardless of the income bracket, one sees an electric coffee mill, as a fine coffee powder is used to brew their drip coffee. Many a housewife enjoys a "kitchen machine", an amazing gadget combining the features of a mix-master and of a blender. Additional attachments such as food chopper and meat grinder may also be purchased. Electric skillets, toasters, coffee pots, waffle irons and garbage disposal units are seen only in store windows and, presumably, in the homes of the upper classes.

The German kitchen is a small compact unit designed for efficiency much as those in the United States were ten or twelve years ago. Occasionally there is enough space to provide an eating nook with table and benches. Although "home magazines" feature built-in cupboards, they are rarely to be found. Mix-and-match component units with sliding pastel-colored doors, as well as large units, which reach from the ceiling to the floor and with a formica-like finish, seem to be the popular trend. The new cupboards offer very little work or counter space. The newer or remodeled homes which we visited contained double sinks of stainless steel or of porcelain. Those homes which were built immediately after the war contain sinks made of stone with a stone drainboard. Near the sink hangs a small medicine cabinet which has a rack for towels below. The German housewife hides the regular towels behind a long linen towel with beautiful embroidery.

In the living room one immediately notices the great array of color and pattern without emphasis on one predominant color. Floral Persian rugs of a deep wine-red hue cover the floor. Floral drapes, which often do not accent another color within the room, are hung over lace curtains. These drapes are hung from the ceiling or the window with a series of metal clips or rings which must be pulled to be closed. The curtains behind the drapes do not reach to the bottom of the windows, but leave space for plants.

Walls are usually wallpapered with still another design which is not as "busy" as the drapes or the rugs, and are of a subdued color. Again little effort is made to emphasize one of the colors already used. Sometimes two or three walls are papered with a very plain wallpaper, while the remaining wall or walls have paper with a small design.

Colorful "throw" pillows covered with coarsely-woven wool with colorful yarn designs embroidered or drawn through them abound on the sofa. The sofa and the chairs are usually of the same or of harmonizing style and color--green, gray or rust-red. The sofa and chairs are a modified form of "Danish modern", that is, they are set on wooden frames and have wooden instead of upholstered arms. For practical purposes they are covered with a heavy, finely woven wool or frieze-type of material. Very often the sofa is of the type that may be opened to make a bed. In front of the sofa and surrounded by chairs, so as to form a conversational grouping, is a table. This table is higher and wider than our cocktail or coffee tables, yet not as large as our dining tables. This table, which has extensions at each end, is used for company and Sunday dining as few families have separate dining rooms. In some instances, there is also a dining table in the center of one end of the dining-living room.

Over the table hangs a modern chandelier of which there are many interesting variations. At the side of the sofa there may be a standing lamp with a long, tall, conical lampshade bearing a floral pattern.

At the opposite wall from the sofa may be the television and radio, either separately or in combination. One seldom notices a telephone, as the postal department cannot keep up with the growing demand for service.

Against another wall stands a type of chest or closet to hold the china or linens. This may be a type of long teak sideboard as was seen in a young couple's home, a small chest with two doors, or a massive dark wooden hutch as seen in older people's homes. For the most part, this describes the living room of the middle-aged, middle-class laborer. Younger and professional people tend to have contemporary furniture of teak or walnut against a white wall. Beautiful wooden cabinets and shelves, which may be purchased one piece at a time, can be combined to suit the individual's tastes.

During the spring and summer, cut flowers are found in crystal or pottery vases. Large bouquets atand in huge vases on the floor. The housewife has typically selected a brown or green vase, so as not to distract from the flowers. The many potted plants, which are kept in the garden in the summer, are seen in the house during the winter.

The parents' or master bedroom in a two-story house is sometimes downstairs, while the childrens' bedrooms are upstairs. Only in one remodeled home was there a built-in closet. In another, the grandparents, who live upstairs have built-in closets in the hall leading off from the stairs. In place of the closet there is usually a massive cabinet which has both shelves and hanging space. The matched bedroom furniture consists of this large wardrobe cabinet, a vanity with a large mirror, twin beds side by side, usually with one head board, and one or two night stands. The woods used vary from a very light blonde to a dark brown. The beds have mattresses made of three parts for easier handling; they are turned around and often placed on the window sill for airing.

Only in contemporary homes are bedspreads found. The middle-class housewife prides herself on her Federbett, which is a type of quilt three to six inches thick, filled with soft down. This is folded in half and placed on the lower half of the bed. On the upper half are found two large, square pillows. One is used for sleeping; the top one is strictly to "show off" the fine embroidery work of the pillow case. The Federbett are likewise covered with gleaming white cases with exquisite hand-crocheted lace or cut-out embroidery. The first cover may be a deep rose or vivid blue. In such cases there is a cut-out design in the middle of the white cover so as to expose the rose or blue for contrast. Blankets are often used under the feather beds and have the sheets buttoned to them at the top and bottom.

Shades and screens are not to be found. Instead, shutters or an out-door slatshade similar to the old roll-top desks, and operated from within, shut off the out-of-doors, but not insect life. In both these instances, these shades may be manipulated so as to let in air. These are found on all windows and not just in the bedrooms.

The children's smaller bedrooms are simply furnished. Beds are often built into the corner. During the day they are covered and arranged to look like daybeds. There may be a small toy box or chest for the children's toys and a small wardrobe for their clothing. A few bedrooms had one or two shelves for toys and books. Furnishings on the whole were according to the age of a child. The teenager is apt to have a small table and chair in his room. The pictures on the walls also reflect the child's age, while the wallpaper and curtains are similar to those in the parents' bedroom.

The home of the German middle-class worker is comfortable, liveable, and cozy. Although they are all similar, there is that individual touch through flowers, pictures and family heirlooms which make the home the family's private domain. It reflects the traditional heritage of their part of Germany much more than the homes of the professional and the wealthier families.

The present day housewife appears to be content with her home, and its furnishings. She has obtained many new appliances and household necessities in recent years. A few conveniences are still very much in demand: central heating, running hot water and telephones. Many old houses are presently being reconstructed with these additions. Electrical installations in the kitchen, are also desired. Telephones are sought, but are not easily obtainable due to technical difficulties. Many families must wait two or more years.

Noticeable is the absence of slums in the country. This can be attributed to the government's offer to assist financially any family who is willing to move to better living quarters.

The younger families have increasing demands. The contemporary American influence is evident in advertisements, and in the homes of some of the younger people. Simpler lines and the use of teak in home furnishings, built-in closets in the vestibule and bedrooms, and built-in kitchen ovens exemplify the newly-emerging tastes. American attitudes and tastes are reflected in the German home of today, and appear to have increasing importance in the German home of the future.

7. Farming in Western Germany

Farming in Germany today is very similar in many aspects to farming in America. For instance, there are too many small farmers (over one million out of 1,709,000) who cannot compete within the present farm economy. At present there are only 1.5 to 2.0 persons per farm who are fully employed on the farm. A German farmer must therefore depend on a high degree of mechanization to plant, cultivate and harvest his crops. This mechanization is so expensive that, unless he is a large scale farmer, he operates at a loss. He has tried to alleviate this condition by specializing in just one or two crops, or livestock which may require less outlay for machines. For example, instead of raising all crops, one farmer may plant only potatoes and sugar beets in his particular fields. Another will raise only grain crops and hay, while still another will specialize in livestock and hay with some grain crops for use only as feed.

The younger persons who have been raised on farms and know farming with its long hours of hard work and little pay are leaving the farm and are going into industry to work, leaving a shortage of farm labor. This situation has an exact parallel in America. Production per man-hour is increasing, but it must increase still more if the small farmer is to be spared.

The size of a German farm today is between twenty-five and thirty acres. The various fields cultivated consist of an average of only two acres each, and may be scattered over a four-mile radius. It is very obvious that the German farmer wastes a lot of time traveling from one tiny plot of ground to the next. Movement of equipment is troublesome and uneconomical. In contrast, the American farmer wastes very little time in such a way as this.

Many crops receive support from the Federal Government just as in the United States. The difference is that the German farmer receives a support in the form of a discount when buying feed, seeds, etc. for his operation. Besides this, a direct support up to about 75% of the market price of his produce is supplied, whereas in America, farmers receive between 50% and 90% of parity.

The marketing procedures of crops and produce show the biggest difference in comparison with America. In Germany a farmer joins a cooperative which furnishes him with expense money for the year and guarantees him an outlet for his produce when it is delivered. This expense money bears a very low interest rate -- 3% compared to 8% in America. These huge cooperatives take the produce, process it, and deliver it to brokers, wholesalers, chain stores, etc.

Machinery and new buildings are heavily subsidized by the Federal Government at a very low interest rate, namely 1%. With such subsidization farmers can move closer to their fields, erect new homes and farm buildings, and the government will subsidize up to 33% of this cost.

Of the available land in Germany, approximately 58.3% is tillable, and, of that, roughly 87% is under continuous cultivation. According to a survey which was made in 1949, there are approximately 2 million farms in operation. Their sizes varied from five to 400 acres with a grand total of 50 million acres. The latter figure does not include nearly 6 million additional acres of family vegetable gardens.

The purpose of the government-sponsored land-use survey of 1949 was to determine whether the crop land in Germany was being used efficiently, or if some type of land reform program should be instituted. The general conclusion was that the small farms, in spite of their high food production per acre, were simpply too inefficient to be practical with regard to the critically short labor supply. A voluntary program of land reform Der grüne Plan (The Green Plan), was set in motion under which the farmers in a given community could arrange to combine smaller tracts of land into larger ones. This was to be achieved by one or more methods: the outright purchase of land from any farmer who would be willing to sell; or the recombination of separate smaller pieces through trading with neighboring farmers (the end result of which would be an integrated, self-containd farmstead); and the encouragement of farmers to move from their village residences and establish their homesites on the farm land itself. The overall success of plan has been limited. Farmers have remained apathetic in spite of the advantages of the change.

During the process of obtaining material for this report, we visited two farms in the vicinity of Neckartailfingen, a village in Württemberg. The generalizations drawn from the visits apply to large areas of Southern Germany, but the situation in Northern Germany is reportedly different in many respects. The first farm was typically old-style. The farmer lived within the village in a house with an adjoining barn and livestock stalls. His land lay on the outskirts of the town. This particular farmer owned 30 acres of land in ten separate parcels which were spread over an inconveniently wide area. In order to cultivate his crops he had to spend at least 30 minutes each day driving out to a particular piece of land. This was a daily problem, since the cattle had to be fed in the barn in the village. Fresh hay was cut and hauled in each day, since none of the land that this farmer owned was used for pasture purposes. Manure was stored in open concrete tanks in front of the residences and hauled out and spread only when the tank was full. A common variation on this technique is to let rain water run through the manure, and spread the resulting solution on the fields from tank carts. Naturally, this procedure also involves an inordinate amount of driving to and from the farm.

The variety of crops for the typical farmer includes wheat, potatoes, rye, barley, sugar beets, and hay. Cash crops are not in evidence since most of the harvest is used for livestock feed. An important by-product of the feed is milk, which is mostly used in manufactured food products. Germans do not consume great quantities of milk in beverage form - household storage of this is difficult in communities where refrigeration is lacking. Raw milk is used as feed for veal calves and swine. Dairy cattle perform the dual functions of milk and meat producing animals on the one hand, and sources of power (pulling wagons) on the other. Milking is done either by hand or machine, depending upon the size of the herd and other economic considerations. nearly all herds are on continuous observation for brucellosis and tuberculosis. Artificial breeding is generally unknown.

Hay-making seems to be one of the farmer's greatest problems. Germany's cool, moist climate tends to retard the drying of crops and greatly increases the handling of it prior to curing. In order to get the hay dry enough to store, it must be left in the field sometimes as long as four days or more during which time it is raked and tedded at least once each day. The handling process results in the loss of leaves-- the part of the plant with the greatest nutritional value. After the curing process is completed, the hay is hung on a wooden tripod framework or put up in cocks. It is left in the field until the time comes when it will be fed.

In contrast to the village farmer, the Aussiedler resides on the farmstead outside the village. His land is one integrated plot, and he can invest in machinery and use it much more efficiently. His labor load is considerably reduced as a direct result of the land arrangement. The self-contained farm tends to be larger than the non-integrated type.

Farm labor is usually drawn from resources within the family. Often more than one family, usually the owner's parents, reside in the farmhouse, and they are frequently in a position to look after household chores and free other family members for farm work outside the home. It is becoming increasingly common to find younger male members of the farm family employed full-time in a nearby town and part time -- weekends and evenings-- on the farm. This type of dual employment is made possible largely as a result of farm mechanization which enables one man to do the work of three.